



The International Journal of
INDIAN PSYCHOLOGY



Person of the Issue
Melanie Klein (1882-1960)

Editor in Chief:
Prof. Suresh M. Makvana, PhD
Editor:
Ankit P. Patel

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Editor in Chief

Prof. Suresh M. Makvana, PhD

Editor

Ankit P. Patel

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Message from the Desk of Editor

We are extreme delighted to welcome you to the most trusted and fastest progressing network of India which provides you and international platform to share your ideas on 'Psychological Studies' with renowned academicians from all over the world. We also thank you for providing us with the opportunity to publish your ideas and papers.

We have launched "Gold Open Access System" before some days, which have gained good feedback by researchers. Every title will get its own URL which would be included by Abstract, Keywords, DIP (*Digital Identifier Passport*) etc. The main benefit of the URL is that, researcher can share his URL. He can share and show it in his profile, CV, resume etc.

With this volume we are happy to inform now 10000+ more Authors at IJIP platform. We have got a lot of love, care and support to our lovely authors and as well as readers, and really, this is not possible without your warm support and love. Thanks a lot to those who have connected with us.

At last, our thanks go out to the members of the journal who have done their best to work at this collaborative effort. May you continue in this wonderful spirit, which, we are sure will sustain your efforts in the future towards enhancing and enriching this journal.

Prof. Suresh Makvana¹
(Editor in Chief)

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Index of Volume 3, Issue 2, No.10

No.	Title	Author	Page No.
1	Person of the Issue: Melanie Klein (1882-1960)	Ankit Patel	1
2	Casual Reading Habits and Interpersonal Reactivity: A Correlational Study	Deepti S	14
3	Optimism as a Correlate of Happiness among Working Women	Chanderkant Gorsy Neeraj Panwar	20
4	The Correlation between the Sports Coaches' Leadership Styles and Female Students' Psychological Self-Efficacy at High Schools of Falavarjan County	Zamani, Kobra Kajbaf, Mohammad-Bagher	30
5	Psychological Well Being among Highly Religious and Low Religious Students	Shaheen Falki Dr. (Mrs.) Asiya Aijaz	39
6	Spirituality Leads to Happiness: A Correlative Study	Sadhna kumari Sharma O. P. Sharma	50
7	Association between Locus of Control and Job Satisfaction in Employees: A Critical Review	Mr. Khagendra Nath Gangai Dr. Gopal Chandra Mahakud Mr. Vikas Sharma	55
8	The Relation of Attachment to God with Spirituality among Yoga Practitioners	Naseem Ahmad Nasheed Imtiaz	69
9	A Study on the Impact of Big Five Personality Traits on Consciousness	Akriti Srivastava Anamika Mishra	77
10	Spirituality and Motivation of College Students	Dr. Kailash C. Barmola	84
11	Job Satisfaction among Primary School Teachers With Respect To Age, Gender and Experience	Kurakula Venkatesh	89
12	Brief Mindfulness Meditation Based Stress Reduction Programme in Controlling Examination Anxiety of Secondary School Students	Arjunan, N. K Joxy Joseph	95

13	Investigation of the Relationship between Achievement Motivation and Parental Encouragement of Adolescent Girls in District Anantnag	Hilal Bashir Saima Majeed	104
14	Two Year Duration of B.Ed. and M.Ed. Courses: Constrains and Expected Solutions	Dr Jayendrakumar N. Amin	113
15	Theory of Mind and Executive Functioning in Alcohol Dependence Syndrome	Preeti Singh Narendra Nath Samantaray Masroor Jahan	117
16	The Role that Self-Compassion and Self-Control play in Hostility provoked from a Negative Life Event	Richard H. Morley Victoria Terranova Shannon Cunningham Tyler Vaughn	125
17	Innovative Methods of Teaching for Under Graduate Students	Ravi M. Sambrani Sidram B.Y	142
18	Exploring the Effect of Songs of Various Genres on Young Adults' Thoughts, Feelings and Actions	Ms Aheli Chakraborty Dr. Durgesh K. Upadhyay Prof. (Dr.) Manju Agrawal	147
19	Constructivism Learning: A Way to Make Knowledge Construction	Rani Pundir Ajay Surana	158
20	Health and Nutritional Status of Orphan Children's Living in Orphanages with Special Reference to District Anantnag of Jammu and Kashmir	Mashkooor Ahmad Lone Dr. P. Ganesan	163

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Person of the Issue: Melanie Klein (1882-1960)

Ankit Patel^{1*}

Born	30 March 1882 Vienna, Austria-Hungary
Died	September 22, 1960 London, United Kingdom
Citizenship	Austrian
Known for	Devising therapeutic techniques for children Coining the term 'reparation' Klein's theory splitting Projective identification
Influences	Sigmund Freud Karl Abraham
Influenced	Herbert Rosenfeld Otto F. Kernberg Jacques Lacan Cornelius Castoriadis Donald Meltzer



Melanie Klein was born on March 30, 1882, in Vienna, Austria. In 1903, she married Arthur Klein and relocated to Budapest. They had three children, born in 1904, 1907, and 1914.

Klein's first personal experience in the field of psychoanalysis began when she sought treatment for herself after her mother died in 1914. Earlier in her youth, Klein's siblings died: her brother died when she was 20, and her sister died when Klein was 4 years old. Klein was in treatment with Sandor Ferenczi between 1914 and 1917.

Klein was a pioneer in the treatment of children. She was among the first to use psychoanalysis on children and implemented several never-before implemented techniques and tools. She often used play and toys to help children discuss psychological issues.

Klein's approach to psychoanalysis conflicted with much of Sigmund Freud's work. Freud drew his ideas on child development from the recollections of his adult patients, but Klein worked directly with children and toddlers, giving her unique insight into the child development process. She defied Freud, arguing that the superego is actually present the moment a child is born,

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Person of the Issue: Melanie Klein (1882-1960)

preceding the Oedipal complex. Klein also claimed that a primitive form of the Oedipal complex was present much earlier in development than Freud claimed, as a child becomes preoccupied with overwhelming parental authority.

Her early work led her to certain clinical discoveries. For instance, she saw that the splitting appears very early as a mechanism in the child's mind, and that the mechanisms of projection and introjections accompanying the splitting result in the creation of a very complex internal world, even in a very small child. She saw the importance of early part-object relationships, already noticed by Abraham but never deeply investigated. As I have said, she had described both an earlier concept of the Oedipus complex and the roots of an early, very savage, superego connected with part-object introjections. But it was only with her description of the depressive position that Klein's early discoveries could be brought together to give a picture of the child's mental development.

However, there was yet another discovery to come, in the last years of her life. This is the discovery of the crucial importance of primitive envy, and this has become extremely controversial, even amongst some who agreed with Klein's theory of the two positions. It seems that the thought that envy could be early and primary, and directed from the start at the maternal breast, under the aegis of the death instinct, was an idea hard to tolerate. Envy is very connected with the pathology of the paranoid-schizoid position. Hatred attacks the bad object, but envy is directed at the ideal object, and interferes with the original splitting which enables the infant to have an ideal object, which is the basis of what in the depressive position becomes a more integrated good-and-bad object. Since it is the ideal object that is attacked in envy, it leads to a constant confusion between what is good and what is bad, and endless, often psychotic, confessional states. In the depressive position, excessive envy makes reparation very difficult, both because of the magnitude of the guilt, and because the object, once repaired, becomes again an object of envious attacks.

Since Klein, a great deal of work has been done by her pupils and followers on the transition between the paranoid and the depressive position, and the important role that is played in its pathology by the factor of envy.

TIMELINE

1882

- Melanie Reizes is born on 30th March at Tiefer Graben 8, Vienna to Moriz (aged 54) and Libussa Reizes (née Deutsch, aged thirty). Her father Moriz comes from an orthodox Jewish family from Lemberg, Galicia (now Lvov, Ukraine), and her mother from Warbotz, Slovakia. Moriz trained as a doctor against his very conservative family's wishes; Libussa is an intelligent, attractive young woman.
- Melanie is the last of four children, joining six-year-old Emilie, five-year-old Emmanuel, and four-year-old Sidonie. The family moved to Vienna from Deutschkreutz, Hungary (now Burgenland, Austria) sometime between 1878 and 1882.

1885

- When Melanie is three years old, Sigmund Freud, now 29, is in Paris studying hysteria and hypnosis with famous neurologist Jean-Martin Charcot.

Person of the Issue: Melanie Klein (1882-1960)

1886

- Melanie's closest sister Sidonie dies of scrofula (tuberculous cervical lymphadenitis) at the age of eight. Melanie is four years old.
- Freud leaves Paris and returns to Vienna.

1887

- The Reizes family inherits a considerable sum of money on the death of Moriz's father. Melanie now five years old, the family moves from their second home in Vienna, a shabby fifth-floor apartment in Borsegasse, to a much larger, more elegant apartment in middle-class suburb Martinstrasse.

1891

- When Melanie is nine years old, 35-year-old Sigmund Freud moves to Berggasse 19, Vienna, his home and consulting rooms for the next 47 years.

1895

- In the same year as his last child Anna is born, Freud publishes his seminal *Studies on Hysteria*.

1898

- At the age of 16, Melanie already has her sights set on studying at the gymnasium. She has long wanted to study medicine, now specifically psychiatric medicine. This year she passes her entrance exams.

1899

- At the age of 17, Melanie meets her future husband, Arthur Stevan Klein, four years her elder and a second cousin. Klein is studying to be a chemical engineer in Zurich. He proposes to Melanie soon after their first meeting; she accepts. The engagement spells the end of Melanie's medical ambitions.

1900

- Melanie's father, Moriz Reizes, dies on 6th April at the age of 72. On 25th December, her eldest sister Emilie marries Leo Pick, a young doctor.
- Freud publishes his fundamental work, *The Interpretation of Dreams*. Freud is to maintain throughout his life that it is his most important work of all. It forms the keystone of psychoanalytic thought and practice.

1901

- Melanie spends the summer with the Kleins in Rosenberg (in Slovakian Hungary, now northern Slovakia) while Arthur is in America.
- Freud publishes *On Dreams*, a text which will critically influence Klein's psychoanalytic thinking.
- Otto, Melanie's first nephew, is born to Emilie Pick on 16th October.
- Melanie returns home from Rosenberg around Christmas 1901.

1902

- On 1st December 1902 a second sibling, Melanie's adored older brother Emmanuel, dies in Genoa of heart failure, at the age of 25. His death comes after several years of aimless and indigent travelling around the Mediterranean. He has very probably been addicted to morphine and cocaine for some time, in addition to suffering from tuberculosis.

1903

- Still in mourning for her brother, Melanie Reizes marries Arthur Klein on 31st March, the day after her 21st birthday. They set up their home in Rosenberg.
- In May Melanie finds out she is pregnant.

Person of the Issue: Melanie Klein (1882-1960)

1904

- Klein's first child, Melitta, is born on 19th January.

1905

- Melanie, Arthur and one-year-old Melitta make a trip to the Adriatic coast, visiting a number of places including Trieste and Venice.
- Freud publishes Three Essays on the Theory of Sexuality.

1906

- In the spring, Melanie accompanies Arthur to an engineering congress in Rome.
- After four years of persevering with her friend Irma Schonfeld, Melanie finally sees the publication of a collection of Emmanuel's writing.

1907

- On 2nd March Melanie gives birth to her second child and first son, Hans, after suffering a deep depression during pregnancy.
- Late in 1907 the Kleins move to Krappitz, a small provincial town in upper Silesia (now Krapkowice, Poland), where Arthur has been appointed director of a paper mill. Libussa moves in soon afterward.

1908

- Melanie becomes increasingly anxious and depressed, clearly very unhappy in her married life in this small, friendless town. She is often away, visiting friends and family, and making trips to Budapest and Abbazia. She receives treatment – such as carbonic acid baths – for her “nerves”. As a result she spends long periods of time apart from her young children, not a little encouraged by her mother Libussa in a series of strange, guilt-inducing and interfering letters.
- In this year Freud meets Hungarian psychoanalyst Sándor Ferenczi. The two men begin an important professional and personal relationship, recorded in more than 1,200 letters over their careers. Ferenczi is to have an enormous effect on Klein, as her analyst, supporter and friend.

1909

- In May, now severely depressed, Melanie visits a sanatorium in Chur, an alpine town in eastern Switzerland. In June she moves a little further south, to St Moritz, and is experiencing problems with her bladder. In a letter from her mother, there is a suggestion that Melanie might be afraid that she is pregnant, something that she dreads.
- In November the Kleins, with Libussa in tow, move to Svabhegy, a suburb of Budapest.
- Freud publishes his study of five-year-old 'Little Hans,' the first such analytic observation of a child. The analysis is carried out by the boy's father, as directed by Freud.

1910

- In the new scenery of Budapest, Melanie spends much of her time with Jolanthe Vágó, Arthur's sister, and Klara, Jolanthe's divorced sister-in-law. She is very close to these two women, especially Klara.
- Melanie spends the summer with Klara in Rügen, a resort to the north of Berlin on the Baltic Sea.
- Karl Abraham, close friend and colleague of Freud, establishes the Berlin Psychoanalytic Society. Abraham is later to analyse Klein, and to become a deeply important figure in her psychoanalytic thinking and emotional life.

1911

- In August the Kleins move to Rozsdamb, a more affluent area of Budapest.

Person of the Issue: Melanie Klein (1882-1960)

- Again Melanie spends her summer holiday in Rügen with Klara.

1912

- Melanie writes to her mother, who is staying temporarily in Vienna, that she is feeling better, in fact "quite healthy." She refers to a "treatment" she has been having, though she does not refer to its nature. It is likely psychological, perhaps even psychoanalytical.

1913

- Around Christmas 1913, Klein finds she is again pregnant.

1914

- After another deeply depressed pregnancy, Klein gives birth to her third and last child, Erich, on 1st July. Two weeks later, on the 28th July 1914, the First World War breaks out. Both Arthur Klein and Melanie's brother-in-law Leo Pick are subsequently called up.
- Klein begins analysis with Sándor Ferenczi, a Hungarian psychoanalyst intimate with Freud and instrumental in the growth of psychoanalysis. For the first time in Klein's life she is able to talk about her emotional experiences, and to be listened to by a highly intelligent, attentive, perceptive audience of one. This encounter with Ferenczi is nothing less than a watershed in her life.
- At some point in this year Klein reads Sigmund Freud's *On Dreams* ('Über den Traum,' 1901). She is immediately filled with huge excitement about the insights and possibilities revealed by Freud, and becomes devoted to psychoanalysis.
- In October Ferenczi is called up to serve as a doctor to the Hungarian Hussars, though he continues to be analysed by Freud by post. He carries out some analyses himself, both in the army and on return visits to Budapest.
- In late October the Kleins take Libussa to be x-rayed, following a severe loss of weight. Cancer is ruled out by the doctor. However, she rapidly develops bronchitis, and on 6th November Melanie Klein's mother is dead.

1916

- Arthur Klein is invalided back home with a leg wound. Ferenczi also returns to Budapest, having been transferred to a neurological hospital.

1917

- Freud's famous essay, 'Mourning and Melancholia' is published. Klein will later develop her radical ideas about manic-depressive states, as well as her seminal concept of the depressive position, out of Freud's account of aggression and guilt as central to the experience of the melancholic patient.

1918

- On 28th and 29th September, Melanie Klein attends the Fifth Psychoanalytic Congress at the Hungarian Academy of Sciences in Budapest. She hears Freud read his paper, 'Lines of Advance in Psychoanalytic Therapy,' which further fuels her fascination with psychoanalysis. This is almost certainly the first time Klein hears Freud read his work in person, and will be one of the only times. For Klein this is an extraordinary moment, as she comes face to face with the brilliant and deeply revered founder of psychoanalysis.
- Toward the end of the year the Austro-Hungarian Empire dissolves as its monarchy collapses. The First World War finally ends on the 11th November 1918, after over four years of fighting and millions of lives lost.

Person of the Issue: Melanie Klein (1882-1960)

1919

- In July Klein presents her study of her five-year-old son Erich to the Hungarian Psychoanalytic Society; it is her first study of a child. She is soon afterward awarded membership.
- Arthur Klein leaves Budapest and his family for Sweden in autumn 1919, as the anti-Semitic White Terror takes hold of Hungary. The Hungarian Psychoanalytic movement is all but destroyed by this ferocious counterrevolutionary anti-Semitism. Melanie also leaves Budapest, taking her three children to stay with Arthur's parents in Rosenberg. Besides the political turmoil, the Kleins' marriage is not working, and it is clear they are increasingly unhappy living together.

1920

- In September Klein attends the first International Congress since the war, held in The Hague. She meets Joan Riviere for the first time.
- Freud publishes *Beyond the Pleasure Principle*, in which he introduces the bold new idea of the 'death instinct.' This concept, controversial from its incipience, is to play a significant part in the development of Klein's theory, particularly with relation to sadism and ego-splitting in the young child.

1921

- At the beginning of 1921 Klein leaves her in-laws in Rosenberg and moves to Berlin. Other psychoanalysts have also left Hungary due to the intensifying anti-Semitic climate, including Sándor Rádo, Alexander, Schott and Balint.
- After a few weeks spent in a pension in Grunerwald, Klein moves to Cunostrasse, a drab and uninspiring area. She has Erich with her, now six years old. Melitta, aged 17, is finishing her studies in Budapest, and Hans, aged 14, is at boarding school.

1922

- Klein delivers another paper on early analysis at the 1922 International Congress. On the back of this and her paper of the previous year, she is made an Associate Member of the Berlin Society.

1923

- After being made a full member of the Berlin Psychoanalytic Society in February, Klein embarks upon her first child analysis. This marks the start of a bold new approach to analytic treatment and theory, and the start of Klein's career. This is only strengthened when Klein's paper, 'The Development of a Child,' is published by Ernest Jones in the *International Journal of Psychoanalysis*.
- The child Klein names 'Rita' in her notes enters analysis with her; she is only two and a half years old. In November Abraham, at that time supervising Klein's work, writes to Freud:
- "In the last few months Mrs Klein has skilfully conducted the psychoanalysis of a three-year-old with good therapeutic results. The child presented a true picture of the basic depression that I postulated in close combination with oral erotism. The case offers amazing insights into instinctual life." (*A Psycho-Analytic Dialogue, The Letters of Sigmund Freud and Karl Abraham, 1906-27* [Hogarth Press, 1965], p. 339)
- Meanwhile, in her personal life, Klein and her husband Arthur attempt reconciliation, moving into a large house built by Arthur on his return from Sweden, Auf dem Grat 19, Dahlem.

1924

- Eager to learn from one of the great pioneers of psychoanalysis, Klein asks Abraham to analyse her. She manages to persuade him, despite his reservations about analysing a Berlin colleague. At the beginning of 1924 her treatment begins.
- After several months of trying to repair their marriage, relations between Melanie and Arthur fail to improve. Melanie leaves her husband for good in April, shortly after her daughter Melitta's marriage to Walter Schmideberg, a Viennese doctor and family friend of the Freuds.
- Following this final breakup of her marriage, Klein moves into a pension at Augbwigerstrasse 17, where she struggles to keep custody of Erich against Arthur's opposition. Six months into Klein's new analysis, Alix Strachey arrives from England. She is to become a very important catalyst in the development of Klein's career.
- Klein begins several important analyses of children, notably those she refers to as 'Peter,' 'Ruth,' 'Trude,' and 'Erna' in her writings. An important paper based on these cases is presented to the Berlin Society on 12th December.

1925

- A letter from Alix Strachey to her husband, outlining Klein's 1924 Berlin Society paper, stimulates great interest when read to the British Society on 7th January 1925. Klein subsequently plans to give a series of lectures in London, with the enthusiastic encouragement of Ernest Jones. The Stracheys are greatly supportive of Klein's visit, translating papers, tutoring her English, and preparing the ground in the British Society.
- During the spring Klein meets Chezel Zvi Kloetzel, a married man and father of one, at her dance class. They begin what, at least for Klein, is a deeply affecting love affair.
- In July Klein goes to London for her lecture series, which is held at the house of Karin and Adrian Stephen (brother of Virginia Woolf) in Gordon Square. She gives two lectures per week for three weeks, to a fascinated audience. Klein meets Susan Isaacs, thus beginning an important and enduring professional and personal relationship.
- Alongside these exciting developments Klein also suffers a great loss. Abraham falls ill in May, deteriorating until he dies on Christmas Day. Klein has been in analysis with him for only a year and a half. She later describes the termination of her analysis and Abraham's death as 'very painful.'

1926

- The London Clinic for Psychoanalysis opens on 6th May, Freud's 70th birthday.
- In September, at the invitation of Ernest Jones, Klein moves to London. She breaks off with Kloetzel (though he is to visit her several times over the next few years). Klein begins analysis of Jones' wife and two children between 15th September and 4th October.
- On 17th November Klein gives a paper before the British Psychoanalytic Society on five-year-old 'Peter,' with reference to the castration complex and anal-sadistic phantasy.
- Klein's son Erich joins her on 27th December, three months after her arrival. Klein now has six patients in addition to the Jones family.

1927

- On 19th March Anna Freud addresses the Berlin Society on the subject of child analytic technique. Her presentation is a barely disguised attack on Melanie Klein's approach to psychoanalysis. In response, Ernest Jones organises a symposium for the British Society

Person of the Issue: Melanie Klein (1882-1960)

on the same subject. Sigmund Freud is unhappy with what he sees as an attack on his daughter and, perhaps by extension, himself.

- At the beginning of September Klein attends the Tenth International Congress, held in Innsbruck. She delivers her paper, 'Early Stages of the Oedipus Complex,' her most radical conceptual offering to date.
- Klein is elected a member of the British Psychoanalytical Society on 2nd October.

1928

- Melitta Schmideberg, Klein's eldest child and only daughter, comes to London after graduating from university in Berlin. Like her mother she is now pursuing a career in psychoanalysis, and by 1930 she is a member of the British Society. She moves in with her mother and brother Erich, while her husband Walter remains in Germany for a further four years.

1929

- Klein begins analysis of 'Dick,' a four-year-old boy, seemingly struggling with schizophrenia. His condition has since been re-described as infantile autism. This analysis and its ensuing published paper forms a key moment in Klein's development of her ideas about early psychosis and its relation to aggression and guilt.

1930

- On 5th February Klein presents a paper, 'The Importance of Symbol-Formation in the Development of the Ego' to the British Society. It forms a hugely important stage in her psychoanalytic thinking. In this seminal paper, Klein asserts that the child's capacity for symbol formation, and more broadly for the formulation of thought, are vital elements in the healthy development of the ego. This paper is truly innovative, and opened the way to a better understanding of psychotic states.

1931

- Klein takes on her first training analysand, Dr. W. Clifford M. Scott, a medical graduate from Toronto, Canada.

1932

- Klein's first major theoretical work, *The Psychoanalysis of Children*, is published simultaneously in English, by Hogarth Press (set up by Virginia and Leonard Woolf), and in German, by the Internationaler Psychoanalytischer Verlag. In it she lays the foundations for her later innovation of the paranoid-schizoid and depressive positions.

1933

- On 22nd May Sándor Ferenczi dies of pernicious anaemia, at the age of 59.
- Klein moves to 42 Clifton Hill, St. John's Wood. Paula Heimann, fleeing Nazi Germany, moves to London, and becomes Klein's secretary. She subsequently enters analysis with Klein.
- Melitta is elected member of the Institute of Psychoanalysis on 18th October. Previously an exponent of her mother's theoretical position, Melitta becomes increasingly antagonistic toward her, mounting regular, unsparing attacks against her ideas and method in Society meetings.
- Klotzel moves to Palestine at the end of the year, as anti-Semitism rages ever more violently through Europe. Klein will never see him again.

1934

- At the beginning of the year Klein starts seeing Sylvia Payne once a week, for treatment of a bout of intense depression.

Person of the Issue: Melanie Klein (1882-1960)

- Melitta begins analysis with Edward Glover, after having been previously analysed by Ella Sharpe. They become close allies against Klein in the on-going British Society infighting.
- In April, Melanie's eldest son Hans dies when a path crumbles under him as he hikes through the Tatra Mountains. He is 27. Melanie does not attend the funeral, held in Budapest, apparently too devastated to make the journey.
- Klein reads the first version of her seminal paper, 'The Psychogenesis of Manic-Depressive States' at the Lucerne Congress in August.

1935

- On 16th January Klein reads a reworked version of her 1934 Congress paper, 'A Contribution to the Psychogenesis of Manic-Depressive States,' to the British Society. The paper explains her radical, brilliant new concept, the depressive position.
- Donald Winnicott, a paediatrician and recently qualified psychoanalyst, begins analysis of Klein's youngest child Erich, at her request.
- In Germany on 15th September, the Nuremberg Laws are passed at the annual Nazi party rally. Jews are stripped of their citizenship, the right to hold influential professional positions, and the right to marry 'Aryans.'

1936

- In February Klein delivers her paper, 'Weaning,' as part of a lecture series open to the public at Caxton Hall. It will later be published as part of *Love, Guilt and Reparation and Other Works 1921-1945*.

1937

- On 19th March Melitta Schmideberg reads her paper, 'After the Analysis – Some Phantasies of Patients,' a searing attack on Kleinian analytic technique and theory.
- Klein goes into hospital in July, for an operation on her gall bladder. She writes 'Observations Following an Operation' afterward, detailing her emotional reactions to anaesthetic, surgery, and the return to childlike dependency.
- She spends August recuperating in Devon with Erich and his new wife, Judy.
- In September Klein takes a rare holiday in Italy.
- Klein and Joan Riviere jointly present 'Love, Guilt and Reparation,' based on a previous public lecture.
- Read Klein's 'Observations after an Operation'...

1938

- Emilie and Leo Pick, Klein's sister and brother-in-law, arrive in England as refugees from Nazi-annexed Vienna. They move into a flat around the corner from Klein.
- Sigmund and Anna Freud flee Vienna after the Nazis invade Austria in March. They arrive in London on 6th June. They are just a couple of a flood of refugee psychoanalysts fleeing Nazi Germany and Austria. The British Society is thus changed out of recognition.
- On the night of 9th-10th November, Nazi supporters and SA stormtroopers vandalise and destroy Jewish shops and synagogues across Germany and Austria, killing, beating and arresting Jews. This horrific pogrom will become known as Kristallnacht ('Night of Broken Glass').

Person of the Issue: Melanie Klein (1882-1960)

1939

- Early in the year the Internal Object (I.O.) Group is set up, at the suggestion of Eva Rosenfeld and Susan Isaacs, as a regular opportunity for the Kleinians to discuss and formulate their ideas for presentation to their opponents.
- On 8th March the British Psychoanalytical Society celebrates its 25th birthday at the Savoy (taking 1914 rather than 1919 as the date of inception, despite the abortive nature of the first attempt). Virginia and Leonard Woolf are among the guests, and Klein meets them for the first time.
- Arthur Klein dies in Sion, Switzerland, at the age of 61.
- On 3rd September Britain declares war against Germany.
- Klein moves to Cambridge temporarily, one of many fleeing the capital for fear of air raids.
- On 23rd September, three weeks after the outbreak of the Second World War, Sigmund Freud dies at the age of 83 after years of suffering with cancer of the jaw.
- Klein re-works 'Mourning and Its Relation to Manic-Depressive States' over the winter, a paper originally given at the 1938 Paris Congress.

1940

- Klein's sister Emilie Pick dies in London in May, of lung cancer. Klein is not with her.
- At the end of June Klein leaves London for Pitlochry in Scotland, at the request of 'Dick's' parents. Meanwhile, in London, the Battle of Britain approaches, making the capital highly dangerous. She returns to London for Christmas, missing her grandson Michael and her work there.
- Edward Glover publishes An Investigation of the Technique of Psychoanalysis, a barely disguised attack on Klein and Kleinian thought.

1941

- By the new year Klein has four patients in Scotland, Dick and his brother, and two doctors. During her time in Pitlochry she keeps up a regular correspondence with Donald Winnicott, by now a close friend and ally.
- At the end of April Klein starts analysis of ten-year-old 'Richard,' whose "unusual" set of psychical difficulties prove rich food for thought. She is soon eager to write a book dedicated to this particular case.
- At the beginning of September Klein leaves Pitlochry and returns home to London.

1942

- The first of the British Society's Extraordinary Meetings takes place on 25th February, after months and years of increasing discord and infighting among its members. They are heated and often venomously personal battles between the opposing groups in the Society – the Kleinians and Viennese Freudians – and they carry on until June. In meetings Anna Freud and Edward Glover attack Klein's legitimacy as a psychoanalyst, while Melitta Schmideberg attacks her mother with a seemingly blind rage, more personal than theoretical. It looks as though the Society may not survive this deeply divisive war of ideas and personalities.
- The first of the Controversial Discussions is held on 21st October. They are highly charged debates about the conflicting psychoanalytic theories threatening to break the Society down the middle. Klein and Anna Freud are the central opponents in the struggle. During this period Kleinian theory will be criticized vehemently, and even accused of not being psychoanalytic.

Person of the Issue: Melanie Klein (1882-1960)

1943

- Susan Isaacs' paper, 'The Nature and Function of Phantasy' (later published in *Developments in Psychoanalysis*) is distributed to members of the Society to be discussed on the 27th January as part of the Controversial Discussions. It is a key paper in the history of psychoanalysis, demonstrating Klein's concept of infantile phantasy as intimately related to, and sprung from, classical Freudian thought and therefore resolutely psychoanalytic. The paper forms the focus of discussion at every meeting until 19th May.

1944

- After a meeting on the 24th January, Edward Glover resigns from the British Society, declaring it no longer 'Freudian,' that is, psychoanalytic.
- On 16th February Klein takes part in the Discussions for the first time in person. She delivers the paper forming the focus of the last Controversial Discussion on 1st March, 'The Emotional Life of the Infant.'
- Hanna Segal enters analysis with Klein, around the same time as Herbert Rosenfeld. Both Segal and Rosenfeld will go on to develop and expand Kleinian theory, as they push the limits of psychoanalysis in their work with borderline-psychotic and psychotic patients.

1945

- Melitta Schmideberg leaves the UK, now separated from her husband Walter, and moves to New York. She will live there until 1961, working with adolescent delinquents.
- Klein spends August on a farm with her daughter-in-law Judy and grandchildren Michael and Diana.

1946

- On 4th December Klein gives her paper, 'Notes on Some Schizoid Mechanisms' to the British Society. This is one of the most important works of Klein's career, and a pivotal moment in psychoanalytic thought, as she details the concepts of ego-splitting and projective identification.
- After much debate within the British Society, the 'A' and 'B' groups, and what becomes known as the 'Middle Group', are at last established as an urgent means of resolving the on-going and irreconcilable differences between the Anna Freudians and Kleinians. The bitter arguments that have raged through the Society for years are now at least partly assuaged, and the Society looks like it will survive.

1947

- John Rickman, a British psychoanalyst who has been in analysis with Freud, Ferenczi and Klein, is elected president of the British Society. As a member of the 'Middle Group' - neither Anna Freudian nor Kleinian - Rickman's appointment is a deliberate effort to preserve neutral government of the Society.

1948

- Susan Isaacs dies of cancer on 12th October, at the age of 63.

1949

- At the sixteenth Psychoanalytic Congress in Zurich, Klein sees her daughter Melitta for the first time in four years. They do not speak.

1950

- Some rare, silent cine footage shows Melanie Klein walking in the garden of her home in Clifton Hill at about this time. The identity of the filmmaker, and of the gentleman who appears with Klein, are unknown.

Person of the Issue: Melanie Klein (1882-1960)

1951

- In preparation for the celebration of Klein's 70th year, her colleagues and friends publish *Developments in Psychoanalysis*, including essays by Heimann, Isaacs, Riviere, Klein, and others.
- Klein's former lover Chezekel Zvi Kloetzel dies on 27th October.

1952

- Ernest Jones organises a dinner at Kettner's (29 Romilly St, Soho) to celebrate Klein's 70th birthday.
- In photograph, clockwise from left: [sitting] Marion Milner, Sylvia Payne, Eric Klein, Roger Money-Kyrle, Clifford Scott, Paula Heimann, James Strachey, Gwen Evans, [unknown], Michael Balint, Judy Klein (wife of Eric Klein), [standing] Melanie Klein, Ernest Jones, Herbert Rosenfeld, Joan Riviere, Donald Winnicott

1953

- After a period of illness and dizzy spells (and a brief spell in hospital), thought to be brought about by excessive tiredness and overwork, Klein sells her house at Clifton Hill and moves to a smaller flat at 20 Bracknell Gardens, West Hampstead.
- Klein begins work on her autobiography (never published). Professor Janet Sayers has transcribed and annotated the fragments contained in the Melanie Klein archive at the Wellcome Trust. Published in *Psychoanalysis and History*, 15(2), 2013: 127-663.

1954

- Walter Schmideberg, Klein's estranged son-in-law, dies of an ulcerous illness in Switzerland, by now long separated from his wife Melitta.

1955

- On 1st February Klein establishes the Melanie Klein Trust, something she has thought of doing for several years. She invites Wilfred Bion, Paula Heimann, Betty Joseph, Roger Money-Kyrle, and Hanna Segal to be trustees, and puts in £600 to get it going.
- *New Directions in Psychoanalysis* is published.
- Klein attends the Geneva Congress, held on 24th-25th July. On the first day, Klein delivers a paper, 'A Study of Envy and Gratitude.' It is among the most controversial of all Klein's papers, and elicits a heatedly critical reaction. Paula Heimann, by now no longer on good terms with Klein, is among those critical of the paper's assertions.
- On 24th November Klein writes to Heimann, asking her to resign as trustee of the newly established Melanie Klein Trust. Spelling the end of their long and close friendship, Heimann soon after also leaves the Kleinian group.

1956

- Klein, with the help of previous analysand Elliott Jaques, starts to sort through and order her notes on Richard. These notes will become *Narrative of a Child Analysis*, her only full-length account of a single analysis.
- On 6th May the Society marks Freud's centenary year.

1957

- The highly controversial *Envy and Gratitude* is published in June, expanded from Klein's 1955 Geneva Congress paper with the help of Elliot Jacques.
- On her 75th birthday, Klein is given a Victorian garnet and gold set of jewellery by the British Society.

1958

- Ernest Jones dies on the 11th February, at the age of 79.

Person of the Issue: Melanie Klein (1882-1960)

- Listen to a recording of Melanie Klein's voice made at around this time.

1959

- After previously being taken up and then unfinished by French psychoanalyst and philosopher Jacques Lacan, Klein's *Psycho-Analysis of Children* is finally published in a French translation by Françoise and Jean-Baptiste Boulanger.
- Klein reads her paper, 'Our Adult World and Its Roots in Infancy' to an audience of sociologists in London.
- Klein gives her paper, 'On the Sense of Loneliness' at the Copenhagen Congress in July. In it she explores the yearning for an unattainable return to the baby's first experience of an entirely devoted mother figure. The paper will later be published as part of *Envy and Gratitude and Other Works 1946-1963*.

1960

- In the spring Klein is diagnosed with anaemia, and is increasingly exhausted and physically weak.
- During the summer Klein goes to Switzerland, to Villars-sur-Ollon, determined to regain her health. Her son Eric joins her, but by this time she has grown dangerously ill. She returns to England and is immediately taken to hospital. Colon cancer is diagnosed and Klein has an operation at the start of September. The operation seems at first to have been successful, but complications arise after she falls out of bed and breaks a hip. Melanie Klein dies on 22nd September.
- She is cremated at Golders Green Crematorium, her funeral attended by many friends and colleagues. Melitta is not there.

QUOTES

"One of the many interesting and surprising experiences of the beginner in child analysis is to find in even very young children a capacity for insight which is often far greater than that of adults. "

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Casual Reading Habits and Interpersonal Reactivity:

A Correlational Study

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ABSTRACT

Empathy, as a factor has been widely researched about in counselling and clinical situations. Most recently, it is being explored in terms of positive psychology. Several studies have linked empathy to general well-being and life satisfaction of people. It has also shown a reduction in social conflicts and increased peace-keeping intentions. Therefore it is important to understand factors that can lead to an increase in empathy in individuals. This is a study that attempted to understand if there is a relationship between casual reading and interpersonal reactivity-which measures dimensions of cognitive and emotional empathy. Reading has been linked to several benefits for people among which are also emotional and cognitive maturity. This study tried to understand if these benefits extend to include empathy as well. The respondents were all post-graduate students chosen through convenient sampling method. For this purpose, the researcher developed a Casual Reading Checklist which was aimed at understanding the frequency and range of the casual reading habits of people. A total reading habit score was derived out of the same. Along with this, the Interpersonal Reactivity Index (Davies, 1980) was administered to respondents. This scale helps understand empathy over four distinct dimensions- Perspective-taking, Fantasy, Empathic Concern and Personal Distress. A correlation analysis was undertaken to check if there was a relationship between the dimensions of empathy and casual reading habits. Results indicated a significant correlation between casual reading habits and the combined score from the dimensions of Cognitive Empathy. This was an attempt to understand if there is a possibility of using the habit of reading in the form of psychotherapy for general well-being and life satisfaction-at the individual as well as the societal level.

Keywords: *Bibliotherapy, Reading, Empathy*

Reading books is an important hobby that has existed from a long time back. But with the advent of the television and video games, the interest in reading seems to have declined quite significantly, especially among the youth. While there are numerous studies (Keepers, 1990,

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Lieberman, 1997, Granic, Lobel and Engels, 2014, Kozak, 2015) which detail the advantages and limitations of the use of the electronic medium as recreational activities, there is a gap in understanding why reading as a hobby has significantly declined in recent times especially in the Indian context and following this, it is therefore important to understand the repercussions of such a decline. If we can attempt to link reading to specific positive attributes, we can logically argue that a decline in these positive attributes can be directly connected to lack of reading.

There are a lot of supporting studies which evidences that reading for pleasure helps in both educational and personal development (Clark and Rumbold, 2006). This means even casual reading helps with academic purposes as well as to help the person to individually develop. In fact, in one survey (OECD, 2002), it was shown that reading enjoyment was a far better indicator for children's educational success than their family's socio-economic status. Research has shown that casual reading is one hobby that has both emotional and social consequences. It has also shown that benefits of reading for pleasure include increased general knowledge as well (Clark and Rumbold, 2006). From all this, it can definitely be said that casual reading has several benefits- both academically as well as psychologically. Since the population being considered for the current study are students- this makes it important to consider both sides of the benefits.

Coming to the Indian scenario, according to the National Youth Readership Survey, 2010, Television remains the most popular source of information for the youth followed by newspapers. Half of them use television purely for entertainment and about 63% read newspapers to gather news and to check on current affairs. Only 10% of youth read for entertainment or pleasure. The survey says that readership of books, newspapers and magazines increases with increasing level of education but decreases with increasing age. This same trend is noticed especially in relation to reading books during leisure. Only 4% of the youth were shown to read on working days though. These trends clearly indicate that reading for pleasure has become an afterthought for most of the youth. Increasingly we are also noticing the fact that there is a decrease in the resilience trait among the youth these days and that there is an increase in general unhappiness among students especially because of the work-load at educational institutions and also because of the added amount of pressure on them these days. To help curb these detrimental effects, it may be important for students to take up casual reading to help reduce these negative effects.

Before we try to understand the relationship between the concepts of casual reading and empathy, it is essential to understand the meaning of the latter term. It can be defined as 'an important component of social cognition that contributes to one's ability to understand and respond adaptively to others' emotions, succeed in emotional communication, and promote prosocial behavior' (Spreng, McKinnon, Mar and Levine, 2009). Simply put, empathy refers to putting ourselves in another's shoes and understanding from their point of view. So empathy is not limited to psychology professionals but can be extended to everyone to refer to their

sensitivity in understanding an alternate point of view. This is important to reduce conflicts and thus helps maintain the well being of a person.

Davis (1983) came up with a model to help understand the concept of empathy. The model views the concept as a set of four distinct but related constructs- two of which are cognitive and the other two are affective or emotional by nature. The two cognitive constructs- Perspective Taking and Fantasy represent two types of antecedents of experiencing emotions in response to emotions felt by others. The emotional constructs of Empathic Concern and Personal Distress represent two different ways of vicariously participating in other people's emotions. So the first two constructs cumulatively represent Cognitive Empathy and the latter two comprise Emotional Empathy. Many studies have already revealed that Cognitive Empathy is very important in terms of social functioning (Smith, 2010). Since all of us live within a social context, it is essential that we learn how to be able to understand each other and this is what Cognitive Empathy facilitates for us. It helps in facilitating conversation and social interaction by helping us understand the appropriateness of the context. Emotional Empathy helps us in understanding what others are feeling in the current context and further more helps us relate our own emotions with what others are experiencing. So the higher the emotional empathy in a person, the more we can relate to others' emotional experiences and display more pro-social behaviors.

Therefore the current study attempts to see if there is a relationship that can exist between casual reading habits or reading for pleasure and cognitive and emotional constructs of empathy. If there is a relationship that is proven to exist, then further testing can be done to understand the true nature of the relationship as well as the other psychological benefits of casual reading. Empathy has been linked to general well-being and life satisfaction in several studies (Bourghalt et.al 2015; Shanafelt et.al 2005; Lee, Brennan and Daly 2001). Increased levels of empathy can therefore signify the presence of elevated scores on well being and life satisfaction among people. This means that there is a chance of using reading habits to improve on empathy levels in people while this in turn leads to better life satisfaction among people. This can be used as a form of therapy during the counselling process.

METHODOLOGY

The main objective of the study was to study the relationship between casual reading habits and dimensions of Interpersonal Reactivity among postgraduate students. Null hypotheses was considered for the current study which stated- 'There is no relationship between casual reading habits and dimensions of Interpersonal Reactivity among postgraduate students.' The sample consisted of 40 post-graduate students who were chosen using convenient sampling. The aim was to initially establish whether a relationship existed or not between the two variables and therefore a higher sample size was not taken.

The tools utilized were a researcher developed Casual Reading Habits checklist and the Interpersonal Reactivity Index. The Casual Reading Habits checklist was developed based on

Casual Reading Habits and Interpersonal Reactivity: A Correlational Study

previous surveys conducted around the world to assess reading habits. Questions were adapted to suit the current context. The checklist looked into understanding not only the duration or frequency of usage but also into the range of reading in terms of the number of categories being read. Questions ranged from understanding the level of enjoyment experienced from reading to the medium of books. Quantifying the answers through the means of a Likert Scale, a total Casual Reading Habits score was derived for each one. The total possible score was 38.

The Interpersonal Reactivity Index or IRI (Davis, 1980) is composed of 28 items. This scale is based on Davis' model of empathy which means the scale measures four dimensions of empathy. Each dimension is measured over seven items. The IRI has demonstrated good test-retest reliability, and convergent validity is indicated by correlations with other established empathy scales. The four scales are as follows-

- ❖ The Fantasy Scale- This scale measures the tendency to get caught up in fictional stories and imagine oneself in the same situations as fictional characters. It can alternatively be called as imaginative empathy. This subscale basically assesses the tendency to imaginatively transpose oneself into the feelings and actions of fictitious characters in books, movies, and plays.
- ❖ The Perspective Taking scale- This measures the tendency to take the psychological point of view of others. This means that one is able to think from the point of view of others.
- ❖ The Empathic Concern scale- This measures sympathy and concern for others. While perspective taking looks into thinking from others' point of view, Empathic concern deals with the ability to feel for the others. This subscale measures other-oriented feelings of sympathy and concern for others in distress.
- ❖ The Personal Distress scale- This measures the kind of feelings that gets in the way of helping others. This means it addresses the tendency to experience distress in stressful situations. Basically this subscale assesses self-oriented anxiety when experiencing others in distress.

RESULTS

The sample being considered was fully composed of females with an average age of 22.25 years. The table below presents the result of correlation. Pearson Product Moment Correlation was the statistical technique used to analyse the data. To not only consider the four dimensions individually, but also to check if reading books has an overall effect on cognitive empathy or emotional empathy, the combined scores of Fantasy and Perspective taking have been combined to form the former and the Empathic concern and Personal Distress scores have been combined to form the latter.

Casual Reading Habits and Interpersonal Reactivity: A Correlational Study

Table: Showing the correlational values between the variables-

N=40

	Casual Reading Habits Score	
	Pearson Correlation	Significance
Perspective Taking	0.30	0.06
Fantasy Scale	0.53	0.00**
Emphatic Concern	0.23	0.15
Personal Distress	0.21	0.18
Cognitive Empathy	0.53	0.00**
Emotional Empathy	0.03	0.85

** Significant at 0.01 level

The above table clearly shows that there is a significant correlation between Casual Reading Habits Score and Fantasy scale of empathy as well as the combined score of Cognitive empathy. Perspective taking is another subscale which is almost significant.

As can be seen from the table, the correlation value which showcases the relationship between casual reading habits score and fantasy scale is 0.53 which is significant at the 0.01 level. This correlation value can be interpreted to mean a strong positive correlation between the two variables. This essentially means that both reading habits and the fantasy dimension of empathy are both related in such a way that an increase in one leads to an increase in the other. Though a regression analysis has to be carried out to confirm the direction of the relationship, it is evident that there is a strong enduring relationship between the two. This relationship shows that reading may help increase the imaginative empathy of a person and that they will be able to imagine from the other person's point of view much quicker. This could be because in books, situations are elaborately explained as well as the corresponding thoughts. By reading extensively, one develops a sense of connection between specific situations and the thoughts and would use this from the repertoire to understand in real life too.

The other aspect that has been found significant is the relationship between Cognitive Empathy as a whole and Casual reading habits. In a sense, it is mirroring the relationship between the individual dimension of fantasy. The values are also the same. This shows that books help specifically help the person understand the thoughts that the other person may be experiencing at a given time. This type of empathy is quite necessary in real-life scenarios because of the fact that once we are able to understand what the other person is thinking about, we are also able to react better in such a situation as well.

CONCLUSION

The main purpose for this study was to check the viability of the usage of the casual reading as a form of therapy to enhance empathy which in turn can help influence the general well-being and life satisfaction of people. Now that a correlation has been established among the variables, it

can be further tested with a larger cross-sectional sample size and a direction established. Once the proof of reading habits influencing empathy levels has been accurately ascertained, it can be researched on to find out what other psychological and therapeutic benefits casual reading can provide. This is already being done through research on Bibliotherapy. The current study shows quite clearly that a strong positive relationship does exist between casual reading and cognitive empathy. Thus it can be said that it is important for students to keep up with casual reading which can indirectly influence our level of well-being and life satisfaction in the end.

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Optimism as a Correlate of Happiness among Working Women

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ABSTRACT

Promoting positive cognitions has been the quest for psychologists since the psychology has been pre-fixed with the very term positive. To be optimistic is one of the greatest strength for having positive cognitions which is expected to promote feeling of well-being within an individual. Thus, with positive thinking one can achieve the higher level of happiness. Particularly, working women is one of the groups which have been expected to perform multiple roles with efficiency. They have to meet expectations of each and every family member; even then, if they are working they are expected to be equally competent on professional front as well. Therefore it was worth full to conduct a study on working women to access their optimism and strength of its association with happiness for them. The study was carried out on a sample of 130 working females. The results from the statistical analysis revealed that happiness was strongly associated with optimism. Results also indicated that, working women those who scored high on happiness were also found high on optimism as compared to those who fall on the lower side on both the positive attributes.

Keywords: *Optimism, Happiness, Working Women*

Optimism is the belief that things will turn out well and it is a common belief that if good things come up in the way of an individual and if he holds the ability to control the direction of his life will result into optimism. The essence of the very term optimism has been captured by plenty of common phrases like "seeing the glass as half full," "making lemonade out of lemons," "every cloud has a silver lining." Each of these phrases are the representation of an individual's belief that positive cognitions can transform a negative situation into something positive, and those positive cognitions help in guiding the people to look for affirmative meaning in times of hardship.

How people think about their past and future often refer to optimistic or pessimistic thinking, specifically, the causes of the good and bad events in their lives. When something bad happens (having a fight with someone you love, or losing your job, or getting a bad grade on a test)

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Optimism as a Correlate of Happiness among Working Women

optimistic thinkers believe that what caused the problem can be changed and they believe that problems in one area of their life won't necessarily lead to problems in all areas of their life. Pessimistic thinkers, in contrast, believe that they are the sole cause of their problems, that those problems are going to last forever, and that they are going to seep into every aspect of their lives. On the basis of common belief about optimism Scheier and Carver (1985) defined it as “the global generalized tendency to believe that one will generally experience good versus bad outcomes in life”. Further, in layman words the term has often been understood as a disposition to expect the best and view events and situations in a positive light. Whereas, in the context of resiliency, optimism refers to a sense of a positive future, to a tendency to find positive meaning in experiences, and a belief in one’s ability to impact positively on one’s environment and situation.

Optimism place a significant role in various ways in the life of every individual as numerous benefits are associated with it. Firstly, optimism naturally promotes a more positive mood, which helps to ward off depression and anxiety. Secondly, optimism also encourages greater persistence in the face of obstacles, which in turn is likely to result in greater success. Finally, there is evidence that optimists actually look after their health better than pessimists. They are more likely to seek out information about potential health risks and change their behavior to avoid those risks.

Furthermore, not only to be optimistic rather being happy is of great importance to most people, and happiness has been found to be a highly valued goal in most societies (Diener, 2000). Happiness, in the form of joy, appears in every typology of “basic” human emotions. Feeling happy is fundamental to human experience, and most people are at least mildly happy much of the time (Diener & Diener, 1996). Philosophers and social researchers have defined happiness in a variety of ways (Kesebir & Diener, 2008). The largest divide is between hedonic views of happiness as pleasant feelings and favorable judgments versus eudemonic views of happiness involving doing what is virtuous, morally right, true to oneself, meaningful and/or growth producing (Ryan & Desi, 2001).

In his earlier work Freud (1930/1961) had stated that there is no doubt that man sought happiness above all other goals in life and defined happiness as criteria excellence in the art of living. It has been proposed by Altson and Dudley (1987) that happiness is the ability to enjoy one’s experiences accompanied by degree of excitement. Similarly, Argyle, Martin and Crosland (1989) believed that happiness is composed of three related components- positive affects, absence of negative affects and satisfaction with life as a whole. The successful pursuit of happiness is vital to life satisfaction as it leads to meaningful and fulfilling lives.

The authentic happiness theory (Seligman, 2003) holds that there are three distinct kinds of happiness: the Pleasant Life (pleasures), the Good Life (engagement), and the Meaningful Life. The first two are subjective, but the third is at least partly objective, and lodges in belonging to

Optimism as a Correlate of Happiness among Working Women

and serving what is larger and more worthwhile than just the self's pleasures and desires. Seligman also offers a wealth of questionnaires in his books and websites. Considering one such authentic happiness questionnaire which is self-calculated, he provides an extremely simplified version of happiness equation:

$$\text{Happiness (Seligman)} = \frac{\text{Pleasure} + \text{flow} + \text{meaning}}{\text{Number of days considered}}$$

where:

Pleasure = Hours spent doing pleasant activities

Flow = Hours spent in total immersion

Meaning = Hours spent doing meaningful activities

Thus, in this way, authentic happiness synthesizes all three traditions: The pleasant life is about happiness in hedonism's sense; the good life is about happiness in desire's sense; and the meaningful life is about happiness in objective list's sense. To top it off, authentic happiness further allows for the "Full Life," a life that satisfies all three criteria of happiness.

Whereas, according to the construal model of human happiness (Sheldon & Lyubomirsky, 2004), determinants of happiness and well-being include a genetic set-point (50%), one's circumstances such as demographic variables (10%) and intentional activities (40%). Intentional activities are the cognitive efforts such as adopting an optimistic attitude, behavioral practices such as being kind to others, or volitional intentions, such as striving for meaningful goals.

Thus, the interpretation of one's circumstances plays an integral role in determining well-being. Furthermore, Lyubomirsky offers an equation:

$$\text{Happiness} = \begin{array}{l} \text{Genetic Set Point} \\ + \\ \text{Life Circumstances} \\ + \\ \text{Intentional Activities} \end{array}$$

Sheldon and Lyubomirsky (2005) stated that "intentional activities have the potential to create sustained positive change, because of their more dynamic and varying nature and because of their capacity to produce a steady stream of positive and rich experiences." They also stated that circumstances (e.g., winning a lottery, getting married or a good job) are not as likely to change your happiness level.

In a series of studies, Fordyce (1977) sought to improve well-being by teaching students in his classes what happy people do and then have these students practice those behaviors in their everyday lives. Results showed that students assigned to practice 14 different happiness-

enhancing activities (e.g., spend more time socializing, become more active, and develop optimistic thinking) once daily over a 6-week period reported improved well-being for more than 2 months, relative to a comparison group.

From the conceptual clarity it could be interpreted that optimism and happiness are interwoven positive attributes in the life of an individual. Even though, literature review is necessary to extent the knowledge of nature and strength of association among the said variables under any empirical research. Thus, on the basis of their empirical findings Scheier and Carver (1987) reported that optimists were more likely to use active (problem-focused) coping strategies, especially those who felt that the stressful situation was potentially controllable. They also proposed that the causal link between optimism and physical health or well-being may be due to the use of more effective coping strategies by optimists when dealing with stress.

Similarly, Lipkus et al. (1993) indicate that optimists believe that negative events are less likely to occur in the near future, may serve a vital function. By doing so, optimists tend to engage in activities, which will increase their chances of experiencing positive outcomes. Further, McKenna (1993) reported that a “positive orientation to events can result in greater effort and persistence with resulting greater success”.

Extending their work on optimism Scheier et al., (1994) concluded that in situations where problem-focused coping is not possible, optimists tend to use adaptive emotion-focused strategies, such as acceptance, humor, and positive reframing of the situation. However, optimism has also been reported to “moderate the deleterious effects of daily hassles on physical health (Fry, 1995).

Smith (cited in Fry, 1995) in his empirical research found that optimism moderated and predicted coping responses to stressful events. Other researchers have found that chronically stressed subjects are less optimistic than controls and that both optimism and pessimism are “influenced by environmental circumstances and life experiences” (Robinson-Whelan, et al., 1997).

A positive relationship of optimism with life satisfaction, positive physical and mental health, lower frequencies of mental disorders, and self-esteem has been explained in these terms (Strassle, McKee, & Plant, 1999). Supporting the previous findings Schweizer et al. (1999) pointed to another possibility and argued that optimism can influence an individual’s sense of well-being. A relationship can be predicted between the nature of a person’s future expectations and his/her evaluation of own life, and their study supports this assumption.

In the similar line of research Wellner and Adox (2000) reported that an optimistic attitude or positive thinking is the key to success and happiness- and there is plenty of research to back the claim up. Studies have shown that positive thinking can reduce tension and enhance emotional well-being. Further, on the basis of their findings Reivich and Shatte (2002) concluded that part

Optimism as a Correlate of Happiness among Working Women

of what enables people to thrive despite setback, failure, and hardship is the ability to think optimistically in the face of adversity. Optimistic thinking motivates people- adults and children- to continue to persist and work to find solutions, even when situations look bleak. Thus, optimism shines light where it is dark.

In their empirical work on organizational setup Shahnawaz and Jafri (2009) explored psychological capital (which includes psychological capacities of self-efficacy, optimism, resilience, and hope) as a predictor of organizational commitment between public and private sector organization. Results revealed that all psychological capacities; self-efficacy, optimism resilience and hope were not predicting organizational commitment in both types of organizations.

Conducting studies with regard to career decision making Peterson (2010) explored the relationship between career maturity with vocational identity and optimism for the future in a sample of male and female high school students. Females were found to have high scores on measures of competency for career decision-making than males. These findings are important as they suggest that there may be different trajectories or paths in the career development of females and males (Hassan, 2010).

Similar work with organizational employees was carried out by Saleem, Saba & Adnan (2012) to find out the relationship among organizational commitment, optimism, and Self- efficacy in employees of banks. On the basis of statistical outcomes they concluded that optimism and self-efficacy were positively related with each other.

More recently, Asgari and Fotowat (2013) conducted an empirical study to investigate the relationship between optimism and OCB (organizational citizenship behavior) of primary school teachers in Shiraz. The results showed significant positive relationship among optimism, OCB, and student-centered activities of teachers. The optimism level of the teachers was higher than average and no gender differences were reported.

OBJECTIVES

On the basis of provided conceptual description and literature review regarding optimism and happiness main objectives of the present study are:

- To access the strength of association between optimism and happiness among working women.
- To study whether the group differences exist for happiness and optimism among women working in public sector banks and schools.

Hypotheses

To meet the objectives of the present study following hypotheses were postulated:

- There would be significant positive coefficient of correlation between optimism and happiness among working women.
- The two groups (bank employees and school teachers) of working women would significantly differ on happiness and optimism.

METHODOLOGY

Sample

The sample of the present study comprises a total sample of 130 working women who voluntarily agreed to participate in the study. All were between the age ranges of 35 to 50 years, married and living with their family members. None of the participant reported any bed ridden medical condition. Total sample was divided into two equal groups (I & II) where Group I includes 65 public sector bank employees and Group II includes 65 public sector school teachers. All the subjects' of present study were educated up to graduation and were living in urban area of Ambala and Hissar districts from Haryana.

Tools

1. THE OXFORD HAPPINESS QUESTIONNAIRE [OHQ; Argyle & Hills, (2002): The happiness scale comprises of 29 statements related to personal happiness out of which some statements are expressed positively while others are expressed negatively. The subject was requested to assign a number against each statement indicating subject's level of agreement or disagreement with the statement, in accordance to the given scale: 6=strongly agree, 5=moderately agree, 4=agree, 3=slightly disagree, 2=disagree and 1=strongly disagree.

2. LEARNED OPTIMISM TEST [LOT; Seligman, (1990)]: There are forty-eight (48) questions in this test that are used to determine an individual's base level of optimism. Higher score on pessimistic categories means that by learning optimism one can prevent depression, which further leads to achieve more and improve physical health.

Procedure

After getting the formal permission from the competent authority of concerned institutes, data was collected during working hours. To initiate the study participants were briefed about the nature and the purpose of the research in order to receive the reliable data. They were informed that any provided information by them would be used only for research purpose and assured about the confidentiality of the data. Instructions were given regarding the questionnaires as per the respective manuals. The scales were filled in by the participants and collected immediately after completion.

Optimism as a Correlate of Happiness among Working Women

Statistical Analyses

To arrive at the final results and reveals the trends pertaining to the variables under the study descriptive statistics and Pearson correlation were computed. To evaluate group differences t-test for independent sample was applied. Analyses were done with the help of SPSS – 21. The obtained results are presented in the following section.

RESULTS & DISCUSSIONS

The results of statistical analysis for the present investigation has been presented with the help of tabulation which shows the descriptive statistical values with the help of Table – I, Table – II shows the Product moment correlation coefficient results and results of mean comparison are represented with the help of Table - III for the said variables.

TABLE I: SUMMARY TABLE SHOWING MEAN AND S.D.'S FOR TOTAL SAMPLE (N=130)		
Variables	Mean	S. D.
Happiness	2.93	1.56
Optimism	5.81	3.77

It is evident from the mean values that for happiness obtained scores are falling on the higher side ($M=2.93$; $SD=1.56$). Which means that majority of government teachers and bank employees comprises the present sample experience more happiness associated with their optimism occupational demand. Whereas mean scores ($M = 5.81$; $SD = 3.77$) on the optimism are also falling on higher side. Such trends reflect their tendency to make effective use of happiness and maturity to deal with the optimism stress full demands.

TABLE II: Product moment correlation of coefficient for the total sample (N=130)	
Variables	Optimism
Happiness	.89**
**. Correlation is significant at the 0.01 level (2-tailed).	

Inter-correlation results from Table – II reveals that optimism is a strong and significant correlate of happiness ($r = 0.89$; $p \leq .001$) in positive direction. Meaning thereby, if an individual holds positive cognitions or think optimistically under any given circumstances it may lead to or promote the higher level of happiness.

Optimism as a Correlate of Happiness among Working Women

TABLE III:						
Variables	Group	N	Mean	S.D.	t	Sig. (2-tailed) df= 128
Happiness	Bank employees	65	4.41	.496	33.71	.001
	School teachers	65	1.46	.502		
Optimism	Bank employees	65	9.24	1.741	25.08	.001
	School teachers	65	2.38	1.354		

The two groups were subjected to comparisons for both the variables. Table – III shows the results of t- test which reveals that bank employees scored higher means as compared to school teachers on happiness ($t = 33.71$; $p \leq .001$). Similarly, means on optimism are on higher side for bank employees as compared to school teachers ($t = 33.71$; $p \leq .001$).

CONCLUSION:

The present study reveals that the bank employees were found to be high on happiness and optimism as compared to school teachers. But it is a matter of fact that most of the individuals are into their present profession with choice but unexpected demand of the profession influence their cognitions significantly. Though, the chances of promotion are present in both the professions but natures of public relations differ. Moreover, it is a matter of fact that in the teaching profession individual deals with minor individuals whereas bank professionals have to deals with socially mature individuals.

Some supporting studies revealed the same results as present study. Like, Peterson (2000) cites several studies that report positive correlation between optimism and good health. In terms of physical benefits, optimism as a personality attribute has been found to be a significant mediator or moderator of stress levels.

Though fewer studies exist concerning optimism in the workplace, evidence certainly exists linking the concept to improvement in worker performance (Medlin & Green, 2009). The popular conception of optimism is that it is the outcome of both inherited characteristics and experience. While there is a belief that some people are more naturally inclined towards being optimistic, most people also believe that optimism is the result of social interaction. In response to the statement ‘people become optimists or pessimists mainly as a result of their life experiences’, 61% of poll respondents agreed (Social Issues Research Centre, 2009).

Optimism as a Correlate of Happiness among Working Women

Further similar findings were supported by Saleem, Saba & Adnan (2012) and reported that the relationship among organizational commitment, optimism, and Self- efficacy in employees of banks. They found that optimism and self- efficacy were positively related with each other.

Asgari and Fotowat's study (2013) investigated the relationship between optimism and OCB of primary school teachers in Shiraz. The results showed that there is a significant positive relationship among optimism, OCB, and student-centered activities of teachers.

The results of this study have important implications for organizational employees because optimism and happiness can be developed through training and effectively managed for performance improvement in the workplace.

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The Correlation between the Sports Coaches' Leadership Styles and Female Students' Psychological Self-Efficacy at High Schools of Falavarjan County

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ABSTRACT

This study aims at investigating the correlation between the sports coaches' leadership styles and female students' psychological self-efficacy at high schools of Falavarjan County. This research has descriptive-correlative method and the population of this research consists of all female sports coaches and female students at high schools of Falavarjan County in 2014. The sample size of female students is equal to 324. The measurement tools include the Morgen teacher leadership style questionnaire (2001) and Shrir General self-Efficacy Scale (GSES) (1982). The statistical correlation and regression analysis methods are utilized for data analysis. It indicates that there is a significant positive correlation between sports coaches' leadership styles and the female students' psychological self-efficacy at high schools of Falavarjan County. The research results indicate that there is a significant correlation between the task-oriented leadership styles in sports coaches and the sense of general and social self-efficacy in female students at high schools of Falavarjan County ($p \leq 0.05$) as well as a significant correlation between the human-oriented leadership styles in sports coaches and the sense of general and social self-efficacy in female students at high schools of Falavarjan County ($p \leq 0.05$).

Keywords: *Leadership Styles, Self-Efficacy, Students, Sports Coaches*

OBJECTIVES:

Gillberston (2000) has introduced seven main factors of leadership including the motivation in group members, the financial resources, goals, creativity, structure and skills as the critical factors in the success of teams or sports organizations. When a group of people tries to achieve a goal, a leader usually takes the responsibility for group. This person should have the skills and qualities necessary for leadership of group in order to guide the group members towards the goal,

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The Correlation between the Sports Coaches' Leadership Styles and Female Students' Psychological Self-Efficacy at High Schools of Falavarjan County

thus the coaches' leadership style plays the important role in the performance and success of group (Mark, 2001).

Some experiences create the limited self-efficacy beliefs, but others induce the generalized sense of efficacy which extends beyond the specific situations (Bandura, 1977).

According to the most important factor in any coaches' success, he should be able to help the players to improve a wide range of skills and their development particularly in physical, technical, tactical and psychological dimensions. The attention to players' sports identity is one of the main factors in determining the managers' behavioral characteristics in new topics of organizational behavior.

According to the most important success factor in any athlete, he should help the players to improve a wide range of skills and their development particularly in physical, technical, tactical and psychological dimensions. To do their job properly, the coach should pay attention to player's mental characteristics and give them a certain direction. This coach's behavior can have a significant impact on the players' success in sports scene (Hosseini, 2011).

The self-efficacy is one of the personality factors playing an important role in students' educational achievement. The self-efficacy has first the perceptual and cognitive status. In perceptual self-efficacy, a person judges his abilities before dealing with the issues. Therefore, the self-efficacy first has the perceptual status in the first place, but it will be changed to real self-efficacy in operation. A self-efficient person continuously performs the self-evaluation, knows his strengths and weaknesses, and solves or strengthens them.

However, this can also be true for players. If coaches utilize the appropriate leadership styles; it is likely that they will do the sporting activities with higher self-regard and self-efficacy. Now this question arises whether the sports coaches at high schools of Falavarjan County have been able to provide a sense of self efficacy in sports students by their leadership styles? This study aims to answer the question above.

METHOD:

Research method:

In this study, the researcher is seeking to investigate the correlation between the leadership style in sports coaches and self-efficacy in students. Therefore, the research has descriptive and correlative method.

Statistical population:

The population of this study consists of all female sports coaches and female students at high schools of Falavarjan County in 2014. According to the statistics by personnel office of

The Correlation between the Sports Coaches' Leadership Styles and Female Students' Psychological Self-Efficacy at High Schools of Falavarjan County

department of education in Falavarjan County, the number of female coaches was 44 and the female students 2018.

Sample size:

The sample size is considered equal to the population for female sports coaches due to the limited statistical population, but Krejcie and Morgan Table (1970) is utilized to determine the statistical sample size of female students. According to the calculations of this table, for a statistical population with 2018 subjects, the sample size was equal to 324, but 311 questionnaires returned.

Sampling method:

The multistage random cluster sampling is utilized to select the high school female students in Falavarjan County. Accordingly, from 8 female high schools, 5 schools are randomly selected in the first cluster, and then a classroom is randomly selected from the existing classes at different levels in the second cluster, and finally by referring to the classroom, several students are randomly selected from any classroom and studied in the third cluster.

Measurement tools

1) Teacher leadership style questionnaire

Morgan teacher leadership style questionnaire (2001) is designed and composed of 35 questions each which has the score of 1 to 5 (never, rarely, sometimes, often, and always). This questionnaire assesses the leadership style in two leadership styles, the "task-oriented" and "human-oriented" styles. Morgan (2001) has reported the validity of questionnaire equal to 0.62 according to Kendall's coefficient, and its reliability equal to 0.83 through Cronbach's alpha. After a preliminary study in this study, the calculated coefficient for this questionnaire is obtained equal to 0.84 according to Cronbach's alpha.

2) General Self-Efficacy Scale

This questionnaire (GSES) is designed by Shirir (1982) and has 23 questions with five-point Likert Scale including very high, high, partially, low and very low and the scores of 1, 2, 3, 4 and 5. In this questionnaire, 6 final questions assess the social self-efficacy and the rest of questions measure the general self-efficacy. The scores, ranging from 0 to 14, indicate the measurement scale.

Shirir (1982) has reported the concurrent validity of questionnaire equal to 0.66 and its reliability equal to 0.87. Furthermore, this study utilizes the Cronbach's alpha coefficient after a preliminary study to assess the reliability and determine the variance of questions and it is calculated equal to 0.80.

The Correlation between the Sports Coaches' Leadership Styles and Female Students' Psychological Self-Efficacy at High Schools of Falavarjan County

Data analysis method:

The measurement tools including the regression statistical analysis and correlation coefficient are utilized for inferential analysis of obtained data.

RESULTS:

This study is conducted with the aim at determining the correlation between the leadership styles in sports coaches and the psychological self-efficacy in students at high schools; and it is assumed that there is a correlation between the task-oriented and human-oriented styles with psychological self-efficacy in students. It also assumed that there is a correlation between the teachers' demographic variables (such as the work experience, age, and education) and their leadership styles. However, there is a difference between the students' sense of psychological self-efficacy based on the educational level variable. The findings according to the research hypotheses are presented in Tables 1 to 3.

Table 1: Results of Pearson correlation coefficient for the correlation between the leadership style in sports coach and psychological self-efficacy in female students at high schools of Falavarjan County

Source	Frequency	r	Significance level
Sports coaches' leadership styles with students' psychological self-efficacy	44	0.31	0.04**

Therefore, the research results indicate that there is a significant correlation between the task-oriented leadership style in sports coaches and the sense of general and social self-efficacy in female students at high schools of Falavarjan County ($P \leq 0.05$). Furthermore, there is a significant correlation between the human-oriented leadership style in sports coaches and the sense of general and social self-efficacy in female students at high schools of Falavarjan County ($P \leq 0.05$).

Table 2: Results of Pearson correlation coefficient for the correlation between the task and human-oriented leadership styles in sports coaches with psychological self-efficacy in female students at high schools of Falavarjan County

Source	Frequency	r	Significance level
Sports coaches' task-oriented leadership styles with students' sense of general self-efficacy	44	-0.08	0.61
Sports coaches' task-oriented leadership styles with students' sense of social self-efficacy	44	-0.18	0.22
Sports coaches' human-oriented leadership styles with students' sense of general self-efficacy	44	0.45	0.002**
Sports coaches' human-oriented leadership styles with students' sense of social self-efficacy	44	0.35	0.02**

The Correlation between the Sports Coaches' Leadership Styles and Female Students' Psychological Self-Efficacy at High Schools of Falavarjan County

According to Table 2, this research indicates that there is no significant correlation between the task-oriented leadership styles in sports coaches and the sense of general and social self-efficacy in female students at high schools of Falavarjan County ($P \leq 0.02$), but there is a significant positive correlation between the human-oriented leadership styles in sports coaches and the sense of general and social self-efficacy in female students at high schools of Falavarjan County ($P \leq 0.02$).

Table 3: Results of Pearson correlation coefficient for predicting the improved sense of public and social self-efficacy in female students based on sports coaches' task-oriented leadership styles

Source	Un-standardized coefficient	Standard error	Regression coefficient	t-value	Coefficient of determination	Significance level
Sense of general self-efficacy	0.04	0.19	0.04	0.19	0.04	0.85
Sense of social self-efficacy	0.54	0.47	0.21	1.13	0.04	0.26
Sense of general self-efficacy	0.27	0.12	0.38	2.27	0.22	0.03
Sense of social self-efficacy	0.25	0.29	0.31	2.14	0.22	0.04

According to the results of Table 3, the use of task-oriented leadership styles by sports coaches has no effect on the sense of general and social self-efficacy in female students, while applying the human-oriented leadership styles by sports coaches has an effect on the sense of general and social self-efficacy in female students. If the sports coaches utilize the human-oriented leadership styles, it can be predicted that it will lead to the improved or strengthened sense of general and social self-efficacy in female high school students. Therefore, designing the regression equation needs the comparison of sports coaches' human-oriented leadership styles with the sense of general and social self-efficacy in female students. The coefficient of determination indicates that 0.22 of scores of general and social self-efficacy in female high school students is affected by the utilization of human-oriented leadership style by sports coaches.

DISCUSSION AND CONCLUSION:

According to the findings of correlation between the sports coaches' leadership styles and the female high school students' psychological self-efficacy in Falavarjan County, there is a positive

The Correlation between the Sports Coaches' Leadership Styles and Female Students' Psychological Self-Efficacy at High Schools of Falavarjan County

correlation between the sports coaches' leadership styles and the psychological self-efficacy in high school female students in Falavarjan County. In other words, the sports coaches' leadership styles can affect the strengthened and increased sense of psychological self-efficacy in female students.

These findings are consistent with the findings of research by Asgharnejad, Khodapanahi and Heidari (2004), Mousavi (2008), Ramezaninejad, Hoseini Keshtan (2010), Vahdani and others (2013), Jannesari (2013), Hater and Bass (1988), Sivanathan and Fekken (2002), Gardner and Stough (2004), Casida 2011) and Coetzee and Schaap (2011). These studies indicate the significant positive correlation between the managers' leadership styles and the sense of psychological self-efficacy in students. Therefore, according to the consistency of research results with the above-mentioned studies, it can be concluded that the appropriate, logic and scientific leadership styles can improve the psychological characteristics in people especially their sense of self-efficacy.

According to the reference group theory on the individual satisfaction with living environment, the leadership style is introduced as the main factor affecting the satisfaction in people. According to this theory, the fulfilled demands and views of different groups and the attention to their demands and needs in organizational and non-organizational environments play the important role in fulfilling their sense of self efficacy, pleasure and satisfaction.

The findings of correlation between the task-oriented leadership styles in sports coaches and the psychological self-efficacy in female high school students in Falavarjan County indicate that there is no significant correlation between the task-oriented leadership styles in sports coaches and the sense of general and social self-efficacy in female high school students in Falavarjan County. In other words, the sports coaches' utilization of task-oriented leadership styles cannot strengthen the sense of general and social self-efficacy in female students.

In the task-oriented leadership style, the coaches are responsible for control and adjustment of sports programs and tasks by students and these coaches are seriously seeking to do their tasks properly according to what is defined for them. Therefore, there is less flexibility in such these teachers' behavior with students and they give the students the less freedom of action in doing the sports exercise and activities. These factors cannot be appropriate platforms for strengthening and enhancing the creativity, self-confidence and thus the sense of self efficacy in students.

In addition to this research, the studies by Hater and Bass (1988), Warnerramey (2005), Casida (2011), Javdani (2002), Aslankhani (1996), and Jannesari (2011) also indicate that the managers' leadership styles play important roles in increasing the individuals' satisfaction.

The Correlation between the Sports Coaches' Leadership Styles and Female Students' Psychological Self-Efficacy at High Schools of Falavarjan County

According to the hope and expectation theory, the individual's intention to work or his satisfaction is influenced by the factors such as the value, utility, reward and outcome, the expectation and the possibility of compensation, the individual ability and talent, the individual perception of his role in team, and the sense of satisfaction with the full conformity of hopes and expectations with progress. Meanwhile, the role of teachers' leadership style has been very influential in order to coordinate between the individual hopes and expectations and the progress. Furthermore, according to Maslow's hierarchy of needs, the need for social belonging is put in the third category of needs and the role of doing the tasks is very important and the teachers play the significant roles in fulfilling this need especially for students.

The findings about the correlation between the human-oriented leadership style in sports coaches and the psychological self-efficacy in female high school students in Falavarjan County indicate that there is a significant correlation between the human-oriented leadership style in sports coaches and the general and social self-efficacy in female high school students in Falavarjan County. In other words, the human-oriented leadership style in sports coaches can strengthen the general and social self-efficacy in female high school students.

According to the leadership results, the utilization of human-oriented leadership style by sports coaches affects the sense of general and social self-efficacy in female high school students. If the sports coaches utilize the human-oriented leadership styles, it can be predicted that the sense of general and social self-efficacy will be improved or strengthened in female high school students. Therefore, the human-oriented leadership style in sports coaches should be compared with the sense of general and social self-efficacy in female students in order to design the regression equation.

These findings are consistent with the research results by Asgharnejad, Khodapanahi, and Heidari (2004), Mousavi (2008), Ramezanejad, Hoseini Keshtan (2010), Vahdani and others (2013), Jannesari (2011), Hater and Bass (1988), Sivanathan and Fekken (2002), Gardner and Stough (2004), Casida (2011) and Coetzee and Schaap (2011). These studies also suggest the significant and positive correlation between the managers' leadership styles with the sense of psychological self-efficacy in people. Therefore, according to the consistency of research results with the above-mentioned studies, it can be concluded that the human-oriented leadership style creates a healthy and logical relationship between the teachers and students and can strengthen their sense of general and social self-efficacy.

According to Goleman's theory, the managers' emotional intelligence is introduced as an important factor in strengthening the sense of pleasure and satisfaction in employees, and the managers with higher emotional intelligence will achieve greater success because they strengthen the sense of self efficacy and responsibility in employees by managing and controlling their own emotions, and understanding the employees' emotions and feelings.

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Psychological Well Being among Highly Religious and Low Religious Students

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ABSTRACT

The aim of our study was to compare psychological well-being among highly religious and low religious students of Aligarh Muslim University, Aligarh. The hypothesis was that those who are more religious will display high level of psychological well-being to those who are less religious. The sample size for this study was 200 students – 137 highly religious and 63 low religious. The Highly Religious and Low Religious students were selected on the basis of their scores on Religiosity Scale and then their Psychological Well-Being was measured. The independent sample t-test scores indicated that there is a significant level of difference between the scores of highly religious and low religious students on their psychological well-being with the t score = 23.570 which was significant at .05 level of significance. Thus, the result of the study confirmed our hypothesis that highly religious students display high level of psychological well-being than low religious students.

Keywords: *Well-Being, Psychological Well-Being, Religiosity*

Today's hectic life had everyone thinking about their well-being and that of their loved ones. In earlier times, life was not only slow but there was also less competition among people for getting jobs and basic necessities of life. People use to gather in evenings in selected places to discuss their problem with other people of the village, society or community. They use to enjoy their achievements with everyone in the community. Trivial things use to bring smiles on their faces and made their days. They were happy and satisfied with whatever they were earning and however they were living. But now-a-days, people are not satisfied even if they are living in lap of luxuries. They are so busy with their lives that they don't even have time for themselves let alone their loved ones. Instead of getting happy with their achievements they try to achieve more and more without actually enjoying their achievements. Thus, well-being on whole is decreasing day-by-day. Therefore researchers mostly revolve their researches around well-being and its dimensions because it is the most important topic for present generation.

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According to common man, well-being is a state of being comfortable, healthy and happy with ourselves and our life as whole. But what actually is well-being? Friedli (2009) defines well-being as feeling good and functioning well. This includes having a fair share of material resources, influence and control, a sense of meaning, belonging and connection with people and place and the capability to manage problems and change. Well-being comprises people's evaluations, both affective and cognitive of their lives (Diener & Suh, 1997). Even the philosophical literature refers to the 'simple notion' of well-being (i.e. 'a life going well') in a variety of ways, including a person's good, benefit, advantage, interest, prudential value, welfare, happiness, flourishing, eudemonia, utility, quality of life, and thriving (Angner, 2008). According to well-being index at AUT University the term well-being indicates two things – how people feel and how they function in their lives. According to them there are more aspects that give people a sense of how their lives are going and not just happiness and being well. Their 'how people feel' refers to feeling such as happiness, joy, curiosity, sadness and anxiety, while their 'how people function' relates to competency, engagement, our personal relationships and sense of purpose in life. According to them our well-being is influenced by the actions we take and the way we think i.e. our attitude, sense of purpose and personal values. There are five essential elements or in other words components of well-being and according to Tom Rath and Jim Harter (2010) in their book – *'Well-Being: The Five Essential Elements'* and they are:

1. **Career Well-Being** – This is the first element which is about how you occupy your time or simply liking what you do every day.
2. **Social Well-Being** - This element is about having strong relationships and love in your life.
3. **Financial Well-Being** - This element is about effectively managing your economic life.
4. **Physical Well-Being** - The fourth element is about having good health and enough energy to get things done on a daily basis.
5. **Community Well-Being** - The fifth element is about the sense of engagement you have with the area here you live.

Psychological well-being refers to how people evaluate their lives or how they perceive their lives. It is more than simple joy or happiness and it is also more than absence of depression and anxiety. We can say it is the feeling that we are living our life in enjoyable and rewarding way. According to Diener (1997), these evaluations may be in the form of cognitions or in the form of affect. The cognitive part is an information based appraisal of one's life that is when a person gives conscious evaluative judgments about one's satisfaction with life as a whole. The affective part is a hedonic evaluation guided by emotions and feelings such as frequency with which people experience pleasant/unpleasant moods in reaction to their lives. Shek (1992) defines psychological well-being as that "state of mentally healthy person who possess a number of positive mental health qualities such as active adjustment to the environment, and unity of personality". While according to Carr (2002), "Psychological Well-Being could be defined as the

achievement of one's full psychological potential." According to Carol Ryff, wellbeing could be broken down into different components, like:

- **Self-acceptance** – It is a positive attitude toward yourself; acknowledging and accepting multiple aspects of self, feeling positive about your past life, etc. It is how we accept ourselves as we are and how happy and satisfied we are with ourselves.
- **Personal growth** – It is a feeling of continued development and potential, and being open to new experiences. Do we think that our life is moving forward? Are we learning anything new every day? Are we having continuous growth in our personal life every day or our life has stopped?
- **Purpose in life** – It is having goals and a sense of direction in life. Feeling that both present and past experiences are meaningful, holding beliefs that give purpose to life. It is having aim in life. It is having a thing to look forward to everyday.
- **Environmental mastery** – It is feeling competent and able to manage a complex environment, choosing or creating personally suitable contexts. It is being able to say; "I am good at managing the responsibilities of daily life.". How did I manage the practicalities of getting through today? What did I do well in there?"
- **Autonomy** – It is being self-determining, independent and regulating our behaviour internally. It is resisting social pressures to think and act in certain ways and evaluating ourselves by personal standards.
- **Positive relations with others** – It is having warm, satisfying, trusting relationships. It is being concerned about others' welfare, being capable of strong empathy, affection and intimacy. It is understanding give-and-take of human relationships.

Most people can define religiosity as the beliefs, customs or practices that are related to particular religions like Islam, Christianity, Hinduism, Sikhism etc. According to Wikipedia - Religiosity, in its broadest sense, is a comprehensive sociological term used to refer to the numerous aspects of religious activity, dedication, and belief (religious doctrine). Another term that would work equally well, though less often used, is religiousness. And in its narrowest sense, religiosity deals more with how religious a person is, and less with how a person is religious (in practicing certain rituals, retelling certain stories, etc).

So what actually does being religious do to us? How does religious help us in our day-to-day life? How does religion guide us in our crises and sorrows? It is seen that religion not only helps us in our time of need but also guides us throughout our lives. Pargament (2000) identifies five key functions of religion in conformity with the ways of approaching religion throughout time and through all religions. They are:

1. **Significance / Sense** - According to Clifford Geertz (1966), religion plays a key role in our journey for meaning or significance of life. When we are met difficult situations in our life, it is religion which offers us an understanding and interpretations of our troubles.

2. **Control** - Erich Fromm (1950) stresses the role of religion in the search for control. When we face events that are beyond our means, it is religion that offers us methods of restoring our feelings of power and control over the situation.
3. **Comfort / Spirituality** – Freudian theorists pointed out that religion helps us in reducing our anxiety in a world where anything can happen at any time. Spirituality and the desire to connect with a divine and powerful force beyond ourselves are the basic functions of religion.
4. **Intimacy / Spirituality** – According to Durkheim (1915) religion helps in building social unity. Religion is way for promoting social harmony and social identity. Intimacy with the society is encouraged through spiritual methods such as offering spiritual support to other people and by getting spiritual support forms the clergymen, priests, maulanās, pundits etc.
5. **Transformation / Changes in life** – While it is seen that religion plays a conservative role by helping people maintain sense, control, comfort, intimacy and closeness to God. But religion also plays an important part in the bringing major changes through finding new meanings in life.

It is seen that religion also helps in promoting meaning and purpose of life while reducing anxiety among religious individuals. (Petersen & Roy 1985). An increased interest in the effects of religion on mental health and psychological wellbeing is apparent in psychological literature. A number of well conducted clinical and epidemiological studies have shown that the religiosity committed had much less psychological distress than the uncommitted (William, Larson, Buckler, Heckman & Pyle, 1991). There have been extensive reviews on the various mechanisms through which religion is beneficial, as well as detrimental, on specific aspects of psychological health (Pargament 1997; Pargament et al. 1998; Schumaker 1992). It is seen that religion can help in coping with negative life events or chronic illness (Pargament 1997). According to Shobhna Joshi, Shilpa Kumari and Madhu Jain (2008) there is an on-going interest in the relationship between psychological wellbeing and religiosity. Based on the studies cited in their paper they confirm the positive link between religious beliefs and psychological well-being. There are substantial evidences that religion and spirituality are strongly associated with mental health and psychological well-being (e.g., Chamberlain and Zika 1992; Hill and Pargament 2003). It also protects individual from suicide and substance misuse (Moreira-Almeida et al. 2006). More recent research that has more finely pictured the constructs of religion and spirituality points to a largely positive association with psychological well-being (Hill and Pargament 2003). Several studies have demonstrated a positive relationship between religiosity and psychological well-being. According to the review of more than 100 studies it is seen that people who are frequently involved in religious activities and highly value their religious faiths are at reduced risk for depression.

Yet, individuals who follow their religion seriously can also exhibit poorer mental health (Greenway, Meagan, Turnbull and Milne 2007). This is because it can be 'judgemental,

alienating and exclusive' (Williams and Sternthal 2007) and lead to stress or guilt through nonconformity (Trenholm et al. 1998). Mentally ill patients are at higher risk of mortality when they experience religious doubts (Pargament et al. 2001).

Mostly the result of studies on religion and well-being have indicated that there is a positive relationship between the two, i.e. if the person is religious than his/her psychological well-being is high. This study is to understand that whether the psychological well-being of the youth in Aligarh Muslim University are also positively related to their level of religiosity as it is seen in most of the researches mentioned above.

OBJECTIVE

- To examine whether there is any difference in Psychological Well-Being of Highly Religious and Low Religious students.

Hypothesis

- The hypothesis is that those who are more religious will display high levels of Psychological Well-Being than those who are less religious.

METHOD

Participants

The sample of this study was students of Aligarh Muslim University – Graduates and Undergraduates students. The sample included 200 subjects out of which 137 were highly religious and 63 were low religious. Their ages ranged from 19 to 24 years. The majority of respondents were undergraduates (73%) while rest were graduates (27%). The data was collected by the means for both Religiosity and Psychological Well-Being during the month of August and September, 2014.

Tools

1. **Psychological Well-Being Questionnaire** developed by *Bhogly & Jai Prakesh* (1995) was used in this study to measure Psychological Well-Being of students. This scale consists of 28 items with alternative response categories – Yes and No, designed to measure 13 dimensions of Well-Being including meaninglessness, somatic symptoms, selflessness, positive effects, daily activity, life satisfaction, suicidal ideas, personal control, social support, tension, wellness, general efficiency and satisfaction. The reliability was found to be .717. In terms of validity it correlates well, both with Subjective Well-Being Scale ($r = .622$) and with General Well-Being Scale ($r = .484$).
2. **The Religiosity Scale** which was developed by *Deka & Broota* in 1985 was used to measure the level of religiosity of students. This scale consists of 44 items out of which 25 were positive and 19 were negative. The reliability coefficient for the religiosity scale is .96 for an adult sample of subject.

Procedure

The present study is based on students of Aligarh Muslim University, Aligarh, Uttar Pradesh. The subjects in this study were either graduate or undergraduate students. All the subjects were given both Scales, i.e. Religiosity Scale and Psychological Well-Being Scale to complete. The set of instructions were read out to the subjects for both scales and they were asked to inform if they couldn't understand any statement in any of the scale. In Religiosity Scale the response category was divided into 5 – from strongly agree to strongly disagree, while in Psychological Well-Being Scale the response were any one of two categories – yes or no. Subjects were also asked to fill the scale truthfully and to the best of their knowledge and finally they were reminded that there are no right and wrong answers. After completing the scale all the subjects were thanked and the completed scales were collected from them. Then the scoring of the scales was started. On the basis of their scores on Religiosity Scale, 2 groups were formed – Highly Religious students and Low Religious students. Those who students who scored more than 140 were placed in Highly Religious Group and those students who scored less than 140 were placed in Low Religious Group. And then their scores on Psychological Well-Being were calculated. Ten items were negatively scored, rest were positively scored. Score assigned to a response is either 1 or 0. In positively keyed items each 'Yes' response was scored as 1, whereas in negatively keyed item a score of 1 was assigned to 'No'. The total score on this scale gave the estimation of the Psychological Well-Being, that is, the higher the score the greater the psychological well-being. Those who scored more than 14 were having high Psychological Well-Being and those who scored less than 14 were having low Psychological Well-Being. The data obtained was tabulated group wise.

Data Analysis

The mean score for Highly Religious Group was calculated by adding all the scores of Psychological Well-Being (PWB) of highly religious group and then dividing them by total number of subjects of that group ($n1=137$). The mean score of highly religious group was **20.912** while the SD was **4.068**. Similarly the mean and SD of low religious group was also calculated. Their mean was **7.206** while their SD was **3.209**. ($n2=63$). T-test for independent sample was used for the present study to know whether there was difference in psychological well-being of highly religious and low religious people. The value obtained by t-test was **23.570**.

RESULT AND DISCUSSION

Dimension	Groups	N	df	Mean	SD	t-value	p-value
Psychological Well-Being	Highly Religious	137	198	20.912	4.068	23.570	> 0.05
	Low Religious	63		7.206	3.209		

Table 1. Indicates Mean, SD & t-value of highly religious and low religious students on Psychological Well-Being Dimension

Psychological Well Being among Highly Religious and Low Religious Students

The result reported in the Table 1 reveals that there is a significant difference between psychological well-being of Highly Religious and Low Religious students on all the 13 dimensions of psychological well-being at 0.05 level of significance. The calculated t value (123.570) at 0.05 level of significance is greater than the critical t value (14.853) which means that null hypothesis is rejected i.e. there is a significance difference between the means of two set of scores.

On the basis of mean and SD of the scores, it appeared that Highly Religious students scored higher than Low Religious students on overall psychological well-being and its dimensions. The psychological well-being of highly religious students was found relatively better as compared to low religious students.

The purpose of this paper is to contribute to a theoretical understanding of role of religion in promoting psychological well-being. The findings of our study clearly indicate that religiosity plays an important role in psychological well-being of an individual. Though the sample of our study was quite small, previous researches in this area support the result so this can be generalised. It is seen that in religious group, religion is very important aspect of their life or we can say religion plays central importance to these individuals; they view religious interpretations as important and relevant in understanding their own life aspects. For example, if they are going through bad phase of life they cope up with it by assuming that it is God's way of testing their faith in him, this perception reduces their anxiety and stress. Sometimes they think that, God knows what's best for them and will do best for them and this reduced their anxiety. It is also seen that religion reduces anxiety by offering an explanatory model of personal and world events, it offers a sense of hope, meaning and purpose, resulting in psychological well-being in an individual. Religion also offers a sense of identity, satisfies the need for belonging, and unites people around shared understandings thus helps in promoting psychological well-being in an individual. Thus faith in God and being religious help them in coping up with many difficulties of their lives, and making them satisfied and happy in their lives and hence helps in promoting their psychological well-being. Even religious groups are good way for promoting psychological well-being in religious students as when they are participating in any religious programmes they tend to discuss their problems and the religious leaders try to solve their by quoting some of the verses of religious books like - "God is there and he has send thousands of angels to help us in dealing with our problems." and these reduces the anxiety and depression in an individual. Some of the verses from various religious texts which help in increasing psychological well-being are as follows:

Verses from Holy Quran with their meaning:

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
إِنَّا لِلَّهِ وَإِنَّا إِلَيْهِ رَاجِعُونَ- اَللّهُمَّ اجْعَلْنِي قَرَجًا وَ
مَخْرَجًا وَ الرُّقَّتِي خَيْرَ مِنْ حَيْثُ اَحْتَسِبُ وَ
مِنْ حَيْثُ لَا اَحْتَسِبُ بِحَقِّ مُحَمَّدٍ وَ آلِ مُحَمَّدٍ

"Inna lillahi wa inna ilaihi raje oon .Allahummajalni farajawn wa makhrajan war zuqni khaira min haiso ahtasibo wa min haiso la ahtasib, be haqqe Mohammadin wa ale mohammad"

We are from Allah & will return to HIM... Let my affairs be free from care & make them profitable & give me means of livelihood from my share & from where I have no expectation... by Muhammad & his Family

Verses from Bible with their meaning:

Philippians 4:6-7 - "Do not be anxious about anything, but in everything, by prayer and petition, with thanksgiving, present your requests to God. And the peace of God, which transcends all understanding, will guard your hearts and your minds in Christ Jesus".

John 14:27 - "Peace I leave with you; my peace I give to you. I do not give to you as the world gives. Do not let your hearts be troubled and do not be afraid."

Isaiah 40: 30,31 - "Even youths grow tired and weary, and young men stumble and fall; but those who hope in the Lord will renew their strength. They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint."

Romans 16:20 - "The God of peace will soon crush Satan under your feet. The grace of our Lord Jesus be with you."

Verses from Bhagwat Gita with their meaning:

In Bhagawat Gita Chapter 2 verse 11, Lord Krishna starts his teaching by saying,

श्रीभगवानुवाच ।

अशोच्यानन्वशोचस्त्वं प्रज्ञावादांश्च भाषसे ।

गतासूनगतासूंश्च नानुशोचन्ति पण्डिताः ॥ 11॥

"Sri bhagavan uvacha, asocyana anvasochas tvam, pranjna-vadams cha bhasase, gatasun agatasums cha, nanusochanti panditah"

“Sri Bhagavan said: arjuna, You speak the learned words but you are mourning for what is not worthy of grief & not be mourned. Those who are wise mourn neither for the living nor for the dead.”

Verses from Sri Guru Granth Sahib and their meaning:

ਨ ਨਕ ਚੀਤ ਮਤਿ ਕਰਹੁ ਚੀਤ ਤਿਸਹੇ ਹੋਇ ॥

Nanak chintaa mati karahu chintaa tis hee hei

O Nanak, don't worry; the Lord will take care of you (sggs 955).

ਚੀਤ ਭੀ ਆਪਿ ਕਰ ਇਸੇ ਅਚੀਤ ਭੀ ਆਪੇ ਦੇਇ ॥

Chintaa bhi aapi karaaisee achint bhi aape dei

He Himself makes the mortals worry, and He Himself takes the worry away (sggs 1376).

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Spirituality Leads to Happiness: A Correlative Study

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ABSTRACT

Spirituality and happiness both are very important concept of a human life. In spirituality person relate himself or herself to a more broader than himself/ herself and also make able to find a meaning or purpose of life this process also make him/her happy and satisfied in life. The present study is aimed to find the correlation between these two important concepts of human life spirituality and happiness. The SHS questionnaire of Lubomirsky and Leeper to measure happiness and DSES scale developed by Underwood are used in this study. Cluster sample of 100 (25 to 30 years) were selected from Udaipur city. Pearson Product Moment Correlation method was used to compute correlation coefficient between the scores of SHS and DSES. Results of this study showed that there is a positive high correlation between spirituality and happiness.

Keywords: *Spirituality, Happiness*

Spirituality is a broad concept, in general it includes a sense of connection to something bigger than us, and it typically involves a search for meaning in life. As such, it is a universal human experience – something that touches at all.

According to Waijman , the traditional meaning of spirituality is a process of reformation which aims to recover the original shape of man the image of God.

In modern times the emphasis is on subjective experience. It may denote almost any kind of meaningful activity or blissful experience. It still denotes a process of transformation, but in a context separate from organized religious institutions termed ‘spiritual but not religious’.

Houtman and Aupers suggest that modern spirituality is a blend of humanistic psychology, mystical and esoteric traditions and eastern religions.

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Spirituality Leads to Happiness: A Correlative Study

Spiritual experiences can include being connected to a larger reality, yielding a more the comprehensive self, joining with other individuals or the human community, with nature or cosmos, or with the divine realm.

Happiness is a mental or emotional state of wellbeing defined by positive or pleasant emotions ranging from contentment to intense joy.

According to Buddha – “just as a candle cannot burn without fire, men cannot live without a spiritual life.” through this quote it is clear that spirituality is a important concept of human life. Martin Seligman asserts that happiness is not solely derived from external, momentary pleasures and provides the acronym PERMA, humans seem happiest when they have

1. Pleasure 2. Engagement 3. Relations 4. Meaning 5. Accomplishment

There are a number of mechanism through which religion may make a person happier, including social contact and support that result from religious pursuits, the mental activity that comes with optimism and volunteering. Some surveys conclude that spirituality committed people are twice as likely to report being “very happy” than the least religiously committed people.

An analysis of over 200 social studies contends that “high religiousness predicts a lower risk of depression and drug abuse and fewer suicide attempts and more reports of satisfaction and well-being.

All religion accepted happiness as a main theme. Buddhism encourages the generation of loving kindness and compassion , the desire for the happiness and welfare of all beings .

While religion is often formalised and community – oriented, spirituality tends to be individually based and not as formalised. In a 2014 study, 320 children ages 8-12, in both public and private schools, were given a spiritual well- being questionnaire assessing the correlation between spirituality and happiness. Spirituality correlated positively with the child’s happiness, the more spiritual the child was, and the happier the child was.

“Happiness is not something readymade; it comes from your own actions.”- Dalai Lama.

“Happiness is not a matter of intensity but of balance, order, rhythm and harmony.”

Diener (2000) explored about the subjective well- being and national indicators of happiness and cultural influences on the subjective well- being. Zinbaur, Pargament, Scott (2001) examined traditional and modern psychological characterizations of religiousness and spirituality. Pargament, Kenneth, Mahoney, Annette (2002) reviewed some of the ways that spirituality can be understood and studied from a psychological perspective. They also reviewed the empirical studies of spirituality and its connections to well –being. Miller, William, Thoresen (2003)

Spirituality Leads to Happiness: A Correlative Study

explored the persistent predictive relationship between religious variables and health and its implications for future research and practice. Hill, Peter, Pargament, Kenneth (2008) identified significant links between religion, spirituality and health. Wills (2009) inquired how people perceive their well-being in different settings, including different cultures regions and cities.

RATIONALE OF THE STUDY

Everyone wants to be happy. We can say happiness is a ultimate goal of everyone's life. We want a job, prestige, life partner and all these we want for happiness, to be happier. Spirituality not like religion is to relate self to a wider form, feel contentment in this life, and to be totally present in the actions of present. Spirituality means the process to know the self the inner and original self.

Through the review of literature we can conclude that there are so many researches on spirituality and its relation to religion and health but there are a few researches on spirituality and its relation to happiness. so we decided to research on this relationship. In future more researches will be done on this relationship of spirituality and happiness.

Objective

- To find out the correlation between spirituality and happiness.

Hypothesis

1. There would be positive correlation between spirituality and happiness.
2. There would be no correlation between spirituality and happiness.

METHODOLOGY

Sample

100 graduate males and females were randomly selected from Udaipur city. They were from equal social economic status with ages 25 to 30 years. Cluster sampling technique was used to select the sample.

Procedure

Two paper and pencil questionnaires of Subjective Happiness Scale (SHS) and Daily Spiritual Experience Scale (DSES) were distributed in samples in Udaipur city. Sample filled out the questionnaires on the spot. It took about 15 minutes to complete both the questionnaires.

Tools

1. Daily Spiritual Experiences Scale (DSES) developed in 2011 by Underwood is a 16 items scale. On each item 6 is a maximum score and 1 is the minimum score. In 16th item the maximum score is 4 and minimum score is 1. Low scores indicate the high spirituality and high scores indicate low spirituality.

Spirituality Leads to Happiness: A Correlative Study

2. Subjective Happiness scale (SHS) is a 4 items scale developed by Lubomirsky , S. & Leeper is designed to measure subjective happiness. Each of items is completed by choosing one of 7 options that finish a given sentence fragment.

RESULTS

TABLE 1.1 *Correlation of spirituality and happiness*

VARIABLES	CORRELATION	INTERPRETATION
HAPPINESS	.89	High positive correlation
SPIRITUALITY		

After getting the data from the sample, correlation coefficient was computed. Pearson Product Moment Correlation method was used to compute the correlation.

The aim of this study is to find out the correlation between spirituality and happiness. The people who are spiritual are happy also.

DISCUSSION

With the Pearson Product Moment correlation method the correlation coefficient was computed, the correlation coefficient between spirituality and happiness is .89 which indicates high positive correlation between these two aspects of life.

On the basis of result above table was prepared and it shows the results that there is a high positive correlation between spirituality and happiness.

Thus the research hypothesis of this study is proved that there would be positive correlation between spirituality and happiness. The null hypothesis of this study has rejected.

A person who is more spiritual feel more connected to life , feel more satisfied with life , find peace and harmony in everything he do, believe that God or a great power is always with him every time in his or her every action. So the person who thinks like this naturally he or she will be happier.

CONCLUSION

As a conclusion of this study we can say that a person who is more spiritual, more happy and satisfied also he or she is. A spiritual person has a purpose and meaning of his or her life, feel connected to a broader eternal power believe in equality and has a self and other acceptance also and these things determine the happiness. Spirituality makes a person more open to positive emotions and feelings. So spirituality is highly positively correlated with happiness.

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Association between Locus of Control and Job Satisfaction in Employees: A Critical Review

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ABSTRACT

Employee job satisfaction in the workplace is one of the important objectives of human resource managers and practitioners for better performance and productivity. Job satisfaction is a psychological state of human mind and it is subjective to individual experience and expectation, personality often plays an influential role. The term locus of control can be considered, a combination of one's values, beliefs, past experiences, and cultural influence one's life and behaviour. The internal-external locus of control constructs person's internal expectancies for control of reinforcement. Further, it is believed that a person's own behaviour determine the reinforcement they receive. The present research aims to investigate on the relationship between locus of control and job satisfaction and how does it influence, according to gender, culture, country, various sectors etc. The study will be based on different literature review in the area of concern. It will help us to develop a theoretical framework and a direction to solve for managerial problems of job satisfaction and performance of the employees. Dailey's (1980) found that persons with an internal locus of control were more satisfied, motivated and had a high level of participation within their jobs. Some of the researches (Kircady et al., 2002; Noor, 2002; Martin et al., 2005; and Chen and Silverthorne, 2008) revealed that, there is a relationship between job satisfaction and locus of control. The present paper will be fulfilled with the gap of various dimensions such as how it is different according to gender, country, culture, and also in different sectors.

Keywords: *Internal locus of control; External Locus of control, Job satisfaction; employee performances*

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Almost all human beings always strive for satisfaction in every aspect of life. But in the organizational context, this may be related to striving towards securing a good job, with a good pay and high job satisfaction. Satisfaction with job has always been an important aspect for practitioners, human resource managers and academicians because of the reason that job satisfaction significantly affects major organizational outcomes, such as individual performance, organizational productivity, employee absenteeism, employee commitment, job involvement, employee engagement and employee turnover.

Locus of Control (LOC) is originated by Julian Rotter, in the year 1950 and is classified into two major categories such as Internal and External Locus of control. “Internal control” is the term used to describe the belief that control of future outcomes resides primarily in oneself. On the other hand “external control” refers to the expectancy that control is outside of oneself, either in the hands of other powerful people or due to fate and/or chance. According to the study of Kabanoff and O’Brien (1980) “Person having an internal locus of control if will be engaged in leisure activities will help to develop more personal control. Because the internals believe in and seek personal control they exhibit less social influence than do externals”. The finding of the study is the extension work of Crowne and Liverant (1963) and the study of Hjelle and Couser (1970). Simply, it can be said that people who develop an internal LOC believe they are responsible for their own success. Those with external LOC believe that fate, luck or outside influences determine their success (Gershaw, 1989). Lack of competence, confidence, and motivation can keep people from taking external control of their lives. The characteristics of Internal and external locus of control is illustrated in Table-1.

Table-1 Characteristics of Locus of Control Employees

Internal LOC Employees	External LOC Employees
<ul style="list-style-type: none">• Do better in jobs where they can set the pace• Males tend to be more internal than females• As people get older they tend to become more internal• People higher up in an organization structure tend to be more internal• Have a more participative management style• Engage in activities that will improve their situation• Are more likely to attempt to influence other people• Are more active in seeking information and knowledge concerning their situation• Emphasize striving for achievement• Work hard to develop their knowledge, skills and abilities• Generally more inquisitive and try to figure out why things turned out the way they did• Take note of information that they can use to create positive outcomes in the future	<ul style="list-style-type: none">• Tends to stay in jobs that they are dissatisfied with longer• Works better when pace is automated• Feel victimized by illness or stress• Tends to be negative• Gives up easily, does not try hard• Are more influenced by social surroundings• Believes success or failure is a result of luck, fate or chance• Usually humble and agreeable• Acknowledges and shows praise to others• Laid-back and easy going• Tend to like and follow detailed directions

THEORETICAL FRAMEWORK:

Locus of Control (LOC) in the workplace differentiates employees who believe they can exercise control over their work and their environment through their own actions employees who are more or less self-reliant. The distinguishing difference in the belief of personal control between internals and externals, will affect performance levels. Studies (e.g. Judge, 1997) supported the direct impact of LOC on individual behaviors that impact job performance and job satisfaction in the workplace. Similarly, the study of Spector, (1982) suggested that individuals with internal LOC should be more job satisfied because they are less likely to stay in a dissatisfying job and are more likely to be successful in an organization. Recognizing that job satisfaction is predictive of job turnover, it should come as no surprise that internals take action and would be expected to look for other opportunities (either internally or with another company) if in a dissatisfying job. On the hand externals tend not to take action and therefore even if they are dissatisfied they may stay on the job until environmental factors force them to leave.

METHODOLOGY:

The present article is a conceptual paper based on literature review. The methodology revolves majorly on the selection and rejection of research articles. The researchers studied numbers of research articles in the area of concern. A detailed and critical analysis of the research articles in the area of concern were analysed for the preparation of the present article. Only the relevant articles those fulfilled the search requirement, whether qualitative or quantitative were kept in the pool. Generally, a thumb rule was used in which we treated Job satisfaction as a dependent variable and factors that influenced by Locus of control is independent variable. Besides that, peer reviewed articles, working papers and dissertations are also included in the pool. A total of 100 articles were reviewed and finally fifty numbers of research and review articles were included in the pool of selection.

LITERATURE REVIEW:

It is very clear to say that, there is a positive association between Locus of control and Job satisfaction of employees at the workplace. Numbers of studies (Table-2) indicate the positive relationship between Locus of Control and Job satisfaction of employees in different organizational sectors. The study conducted by Aghaei, Asadollahi, Moezzi, Beigi, and Parvinnejad (2013) aimed to find out the role locus of control in relationship with job satisfaction and job burnout. A total of 310 employees were randomly participated in their study. The study included the tests of occupational exhaustion, personality type, locus of control and occupational satisfaction in them. Then the researcher's randomly selected 40 subjects from all 52 people who have gained a mark more than one and a standard deviation over mean in occupational exhaustion test, and again divided them randomly into two groups; an experimental group and a control group, each group having 20 subjects. The experimental group participated in the courses of Stress Inoculation Training consisting of nine 45 minute sessions. The techniques and methods used for experimental group are: getting acquainted with career stresses, discussion about consequences and difficulties of stress, clarifying the role of thoughts and beliefs in

revelation of stress and its relationship to occupational exhaustion and job dissatisfaction, administrating techniques of mental imagery, cognitive reproduction, muscular relaxation, problem solving, thought stopping, self-sufficiency etc. The results indicated that: Firstly, there is a significant positive relation between occupational exhaustion and personality type. Secondly, there is a significant inverse relationship between occupational exhaustion and locus of control. Thirdly, there is a considerable inverse relation between occupational exhaustion and occupational satisfaction ($P < 0/01$). The results of multiple regression analysis indicated that personality type, locus of control and occupational satisfaction can predict occupational exhaustion. In gradation, the first is occupational satisfaction, locus of control is the second, and personality type is the third. The results from the experimental group and control group express that Stress Inoculation Training method is effective in reducing occupational exhaustion ($P < 0/01$) and increasing occupational satisfaction ($P < 0/01$). Likewise, Karimi & Alipour (2011) investigated theoretically how the locus of control can reduce occupational stress in the workplaces so as to have an effective performance improvement.

In a similar study conducted by Vijayashree and Jagdishchandra (2011) stated that internal/external locus of control impacts job satisfaction. The aim of the study was to analyze the type of locus of control and its relation to job satisfaction. Further, the study has focused on organization to understand and know what type of locus of control their employees has and how it has an impact on job satisfaction. The results indicate that there was a positive correlation between internal locus of control and job satisfaction as well as between External (other) locus of control and job satisfaction. In case of External (Chance) locus of control and job satisfaction there exists a partial positive correlation. There is no significant relationship between internality and demographic factors like gender and education. There is also no significant relationship between externality (chance) and demographic factors like gender and education.

In another study by Mahajan and Kaur (2012) it is found that, the relationship between locus of control of college teachers and their job satisfaction. A sample of 150 teachers was selected from the different colleges of Amritsar city in Punjab, India. The study reveals a significant relationship between locus of control and job satisfaction of college teachers. Among male and female teachers, male teachers with high job satisfaction possess a better locus of control as compared to female college teachers with high job satisfaction.

On the other hand the study of Dhole and Tipnis (2013) revealed that the feeling of satisfaction at the workplace, such as work- family conflict, injustice perception and social support, immediate changes in personal or vocational life, work culture, stress and locus of control. Among these variables, stress and locus of control are more important and frequent predators of job satisfaction. The total sample consists of 60 employees from manufacturing industry India. The result reveals that there is negative relationship between locus control and job satisfaction.

The study of Chhabra (2013) aimed to see if locus of control moderates the relationship between job satisfaction and organizational commitment. The sample of the study was 449 Indian IT professionals. Hierarchical multiple regression analysis of the result showed that job satisfaction

and internal locus of control was positively related to organizational commitment. Locus of control was found to moderate the relationship between job satisfaction and organizational commitment such that the relationship was stronger for internals than for externals. It has important implications for human resource development in the IT sector. Managers should use strategies to achieve high job satisfaction and organizational commitment. They must be aware of the moderating role which different personality attributes play in the relationship between job satisfaction and organizational commitment.

In an international study by Hans et al (2014) affirmed that the Locus of Control and level of Job Satisfaction among private international school teachers in Sultanate of Oman. The descriptive research design was adopted and simple random sampling was chosen for study. The population comprised of eight private international schools in Muscat. The study identified the phenomena related to Locus of Control and Job Satisfaction among teachers in Sultanate of Oman. Demographic factors such as gender, age and experience were influenced on Locus of Control and Job Satisfaction. The result indicated that the teachers of private international school were primarily driven by internal locus of control and their level of job satisfaction is high. Male teachers were found to have slightly more internal locus of control compared to the female as the score for male teachers. The teachers of private international school were highly satisfied with their jobs as the percentages of satisfaction in all the age groups are high. The teachers with different years of their experience in private international school were found satisfied with their jobs as the percentage of satisfaction was more than dissatisfaction level.

In another study of Hans et al (2013) also stated that the Locus of Control and level of Job Satisfaction among middle level management in semi-government organizations in Sultanate of Oman. The Sampling fraction of 40% was taken to divide the population into a homogeneous subgroup comprising of eight sectors as Oil and Gas Sector, Banking and Investment Sector, Transport, Aviation and Ports Sectors, Industry Sector, Tourism Sector, Energy Sector, Services Sector and Exhibitions Sector. These sectors comprised of 25 organizations. The strata were mutually exclusive. The study identified the phenomena related to Locus of Control and Job Satisfaction in semi-government organization's middle level employees in Sultanate of Oman. Demographic factors such as gender, age, and years of experience were influenced on Locus of Control and Job Satisfaction and result indicated that the middle level management employees in semi-government organizations were primarily driven by internal locus of control and most of the employees in the sector scored low in job satisfaction scale. It was found that female and male employees of middle level management were controlled by internal locus of control. The lowest score in chance control and powerful other conferred that they disagreed that the outcome of their work was controlled by chance or powerful other. Male employees were found to have slightly more Internal locus of control compared to female. It was observed that with the increase in age, locus of control increased. Middle level employees at all the age groups were found dissatisfied.

In a study conducted by Singh and Dubey (2011) on 210 managers from different private sector organizations to examine the role of stress (role stress) and locus of control on job satisfaction. In this study, stress and locus of control were treated as predictor variables, whereas satisfaction was used as a criterion variable. The results of correlation indicated that role overload was significantly negatively correlated with satisfaction with management and total satisfaction; role ambiguity was significantly negatively correlated with satisfaction with management; and role conflict was significantly negatively correlated with satisfaction with management and total satisfaction. Overall stress was significantly negatively correlated with satisfaction with management and total satisfaction. Locus of control was significantly negatively correlated with satisfaction with management and total satisfaction. The results of step-wise multiple regression analysis showed that the total stress contributed 7.4% variance in explaining satisfaction with management, and role conflict contributed 7.1% variance in explaining total satisfaction.

The higher levels of absenteeism and turnover that call centers across the globe experience due to employee job dissatisfaction have led to a renewed interest in the role that personality traits play in the service industry. In this regard a study conducted by Carrim et al. (2006) to investigate the relationship between call centre agents' job satisfaction and their locus of control orientation. A sample of 187 call centre agents from a municipality in Gauteng participated. The results revealed that the call centre agents with an internal locus of control appear to experience significantly higher, extrinsic and intrinsic job satisfaction compared to call centre agents with an external locus of control. The results further suggested that the male and female participants did not differ with regard to their general and intrinsic levels of job satisfaction and that participants with post-school qualifications experienced lower levels of intrinsic job satisfaction.

Similarly the study of Wang, Bowling & Eschleman (2010) was also intended to examine the hypothesized consequences of work and general locus of control. As expected, work locus of control generally yielded stronger relationships with work-related criteria (e.g., job satisfaction, affective commitment, and burnout) than the general locus of control. We also found some evidence that general locus of control yielded relatively stronger relationships with general criteria (e.g., life satisfaction, affective commitment, and burnout). Regression analysis found several unique effects for both work and general locus of control.

The empirical study of Igbeneghu & Popoola (2011), on a sample of 512 in Nigeria Hospital and evidence to show that work locus of control indicates that personality variable, has a significant inverse relationship with organizational commitment. But the combination of work locus of control and job satisfaction has significant influence on the organizational commitment of medical records personnel in university teaching hospitals in Nigeria. In this regard a contradictory result also found from the study of Coleman, Irving & Cooper, (1999) that implied the individuals with an external locus of control (LOC) are less likely to be committed to their organizations. More recent work on organizational commitment has suggested that commitment is not a unidimensional construct and can take several forms (e.g., affective and continuance). Using a sample of 232 employees of a Canadian governmental agency, we examined the

relations between LOC and two different forms of organizational commitment that have been found to have different antecedents and consequences. We found that internal LOC was associated with affective commitment and external LOC was associated with continuance commitment.

In an Indian study Srivastava, (2009) conducted a study a sample of 200 managers belonging to private sector organizations and to analyzed moderating effects of Locus of Control on the relationship between organisational role stress and managerial effectiveness. In this regard the researcher found out that organisational role stress was negatively related to Managerial Effectiveness and Internal Locus of Control moderated organisational role stress and Managerial Effectiveness relationship. Similar study, Srivastava (2011) aimed to study on the relationship between Job Burnout and Managerial Effectiveness as moderated by Perceived Organisational Support and Locus of Control. A sample of 550 Middle level managers belonging to Private Sector Organizations was participated in this study. The result of the study revealed that Job Burnout was negatively related to Managerial Effectiveness and Perceived Organisational Support and Locus of Control moderated Job Burnout and Managerial Effectiveness relationship.

In another study by Dayo (2012) investigated the influence of locus of control and job satisfaction on perceived non- teaching staff's productivity in higher institutions in Ogun State of Nigeria. A total of 341 respondents were selected for the study, the findings of the study revealed that locus of control and job satisfaction were found to have jointly contributed to perceived non-teaching staff's productivity in selected higher institutions in Ogun State of Nigeria. Also, job satisfaction was found to have significantly influenced perceived non- teaching staff's productivity. Moreover, locus of control was not significantly related to perceived non- teaching staff's productivity. Based on the findings of the study, it is recommended that non- teaching staffs` should be exposed to skill development programme on the job and on a continuous basis in order to update their skills, knowledge, values, and receive proper orientation regarding the correlate of organizational productivity. This will enable them aware of the influence of the working environment on their productivity and over the danger of attributing productivity to self efficacy and locus of control.

In a study related to leadership qualities and its relation to locos of control Dharani & Peters (2012) investigated the impact of locus of control, a psychological, social learning theory that is rigorously researched for its implications on leadership qualities, on the level of happiness of an individual. A total of 114 participants were participated in the study. The results concluded that a maximum level of happiness is achieved by individuals with a balanced locus of control expectancy – a mix of internal and external locus of control, alternatively known as 'bi-local expectancy'. Further Omari, K'Obonyo, and Kidombo (2012) explored the effect of human resource practices in the relationship between locus of control and employee outcomes. Personality is a stable characteristic that employees bring to the work place. It is presumed that locus of control will influence employee outcomes, but the strength of its effect will be influenced by the implementation of human resource practices in the organization. Human

resource practices were expected to moderate these relationships. Predicted relationships were drawn from prior theory that identified how human resource practices influence employee outcomes and on how locus of control affected employee outcomes. The individual's locus of control was evaluated based on the external and internal continuum. Employee outcomes studied were job satisfaction, trust, employee commitment and organizational citizenship behaviour. Results obtained from 181 respondents in Kenyan public corporations indicated that human resources practices influenced the relationship between locus of control with job satisfaction, employee commitment, trust and organizational citizenship behaviours.

Bosman, and Buitendach, (2005) investigated the relationship between job insecurity, work locus of control and dispositional optimism of employees working in two financial institutions (N = 605) in Gauteng. Results showed a practically significant relationship between job insecurity and work locus of control, implying that external locus of control was associated with higher levels of job insecurity. It was furthermore found that increased levels of dispositional optimism were associated with decreased levels of job insecurity. Both work locus of control and dispositional optimism held predictive value with regard to job insecurity whilst controlling for the impact of demographic variables such as gender age, qualification and race. The manpower coordinates with the agency workers needs the correlation between agency workers. In this context Shy & Hsin (2013) conducted a study on 212 participants in Taiwan. The aim of the study was to find out the relationship of external locus of control on relationships among Coping Behavior on Job Satisfaction. The finding of the study is that there is significant correlation between agency workers, External Locus of Control and Job Satisfaction. Coping Behavior significantly influences Job Satisfaction, and External Locus of Control significantly influences Job Satisfaction. Moderating effect Coping Behavior between External Locus of Control and Job Satisfaction is supported.

Millet (2005) studied in four stages on the impact of the psychological construct internal versus external control of reinforcement on Swedish working life in two distinct areas. The Locus of control was found to exert a notable influence on the differences between the individuals in the study sample, with persons of external locus of control having a less favorable point of departure at the start of vocational rehabilitation compared to other groups. The locus of control is a factor of some importance for the vocational rehabilitation process as well as the management of small firms, and as such has a definite role to play in working life. It is argued that differences found between persons of internal and those of external orientation in the four studies presented are well described in the general statement that 'internals' have a higher degree of generalized expectancy that reinforcements are contingent upon their own behaviour than 'externals' and that this is crucial to explaining the differences between the cognitive processes and behaviour of the two categories. Internals' attitudes create "spaces of action" that are in themselves opportunities that can be utilized for the achievement of goals. Externals, on the other hand, have greater difficulties in creating and utilizing "spaces of action". Important is the assumption that a person's locus of control can be changed, thereby making the concept suitable for application in practical situations in working life through suitable interventions in the environment.

Spector et al. (2002) find out that, the relationship among the work locus of control, job satisfaction, psychological strain, physical strain, and individualism/collectivism. The salutary effects of perceived control on well-being are universal was supported because relations of work locus of control with well-being at work. Furthermore, the individualism/collectivism level of each sample did not moderate the magnitude of correlations of work locus of control with measures of well-being. Findings indicate that control beliefs contribute to well-being universally. Judge and Bono (2001) conducted meta-analytic results of the relationship of 4 traits—self-esteem, generalized self-efficacy, locus of control, and emotional stability (low neuroticism)—with job satisfaction and job performance. With respect to job satisfaction, the estimated true score correlations were 0.26 for self-esteem, 0.45 for generalized self-efficacy, 0.32 for internal locus of control, and 0.24 for emotional stability. With respect to job performance, the correlations were 0.26 for self-esteem, 0.23 for generalized self-efficacy, 0.22 for internal locus of control, and 0.19 for emotional stability. In total, the results based on 274 correlations suggest that these traits are among the best dispositional predictors of job satisfaction and job performance.

Reed, Kratchman, & Strawser (1994) investigated the impact of locus of control and gender on the experiences and practices of accounting professionals. Also considered the impact of role overload, inter-role conflict, and coping behaviour on these attitudes. Suggests that a complex set of forces creates differences in the extent to which an individual encounters, and is successfully able to contend with, both role overload and inter-role conflict. Gender differences were observed in the accountants' expressions of housekeeper role overload, volunteer role overload, and inter-role conflict between work and spouse. Locus of control differences was present in the perceived conflict between works and self. Locus of control and gender interacted to produce differences in accountants' expressions of overload and leisurite role overload expressed less satisfaction with their current positions and greater intentions to search for alternative opportunities. In this regard the study suggests that the accounting environment may still be inhospitable for certain women attempting to realize multiple work and family obligations.

Table-2 Relationship between Locus of control and Job satisfaction

Authors	Country	Sectors/ Industry	Gender	Methods	Relationship between Locus of Control & Job Satisfaction
Aghaei et al (2013)	Iran	Private	-	40 Sample; Experimental techniques	Positively correlated
Vijayashree & Jagdishchandra (2011)	India	PSU	Male -58 Female - 15	73 Sample; Quantitative Techniques	Internal & External locus of control is positively correlated

Association between Locus of Control and Job Satisfaction in Employees: A Critical Review

Mahajan & Kaur (2012)	India	Education	Male-75 Female-75	150 Sample; Quantitative Techniques	Internal & External locus of control is positively correlated
Dhole & Tipnis(2013)	India	Manufacturing	-	60 Sample; Qualitative Techniques	Negatively correlated
Chhabra (2013)	India	IT	Male-335 Female-114	449 Sample; Quantitative Techniques	Internal LOC are more satisfied with their jobs than employees with external LOC
Hans et al (2014)	Oman	Education	-	54 Sample; Qualitative Techniques	Internal LOC are more satisfied with their jobs than employees with external LOC
Hans et al (2013)	Oman	PSU	-	100 Sample; Qualitative Techniques	Internal LOC are more satisfied with their jobs than employees with external LOC
Singh and Dubey (2011)	India	Private	-	210 Sample; Quantitative Techniques	Positively correlated
Carrim et al.(2006)	South African	Call center	Male - 34.76% Female- 65.24%	187 Sample; Quantitative Techniques	Positively correlated
Wang, Bowling & Eschleman (2010)	USA	-	-	124 Sample: Experimental Techniques	Positively correlated
Igbeneghu & Popoola (2011)	Nigeria	Hospital	-	512 Sample; Qunatitative Techniques	Positively correlated
Srivastava (2009, 2011)	India	Private	-	200 & 550 Sample	Internal Locus of control is more satisfied with

Association between Locus of Control and Job Satisfaction in Employees: A Critical Review

				Qunatitaive Techniques	their jobs and hence they are more committed towards their Organization.
Dayo(2012)	Nigeria	Higher Education insitutute	-	314 Sample; Qunatitaive Techniques	Positively correlated
Kulcarni(1983)	USA	Bank and Insurance	-	200 Sample; Qunatitaive Techniques	Negatively correlated with External locus of control and positively correlated with internal locus of control.

Kulcarni (1983) had compared between job satisfaction and Rotter's Internal–External Locus of Control of 200 bank and insurance company employees. Results shown that there are a significant negative relationship between job satisfaction and external locus of control, and similarly, with higher internal locus of control reported higher job satisfaction. Results indicated that the locus of control dimension can serve as a potential personality variable that is capable of determining the goal-oriented behaviors of employees; the locus of control construct may also facilitate understanding of individual differences in organizational behavior.

DISCUSSION:

The review indicates that locus of control is an important variable in considering the job satisfaction of the employees in different sectors. The larger numbers of studies conducted in this area indicate the importance of understanding the mediating role of locus of control in the overall job satisfactions of the employees. The majority of the studies have highlighted a positive correlation between the internal and external locus of control with the job satisfaction of employees (e.g. Aghaei et al, 2013; Fushimi, 2013; Singh and Dubey, 2011; Carrim et al., 2006; Wang, Bowling & Eschleman, 2010; Igbeneghu & Popoola, 2011; Dharani & Peters 2012). Further, the studies have demonstrated that having an internal locus of control is more conducive for the job satisfaction than the external locus of control (e.g. Chhabra, 2013; Hans et al., 2013; Hans et al., 2014).

However, most of the studies were based on assessments at the cross sectional level. Therefore, more studies are to be conducted which studies the longitudinal relationship between the role of locus control and job satisfaction. Moreover, other factors such as personality, experience and training may also mediate the relationship between the locus of control and job satisfaction. Hence, more research required to establish the nature of the relationship between locus of control and job satisfaction of employees. This study has implication for personal selection, job performance and organizational decision making.

CONCLUSION:

In any organisation, work performance is mostly based on employee job satisfaction. A satisfied person can better perform in both home and workplace than to a person with dissatisfaction. In this regard it is important to find out the relationship of locus of control and the job satisfaction of employees working in different organizational sectors. After investigating and critically analyzing the numbers of research studies in the present article, it is found that people having an internal locus of control are more satisfied with their jobs than to people with an external locus of control. The findings from different studies indicates people having an internal locus of control are more satisfied with their jobs, they are more productive and more work oriented than to their counterparts those have external locus of control. In this regard during the time of screening, appointment in any organizational sector the test of locus of control can be suggested especially for administrative jobs in any organizational sector.

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The Relation of Attachment to God with Spirituality among Yoga Practitioners

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ABSTRACT

Context: Attachment to God and Spirituality are the topic for great concern among Yoga practitioners. Hall, Fujikava, Halcrow and Hill (2009) suggested that attachment to God and Implicit spiritual knowledge were related with each other. The present investigation is an effort to study the relation of attachment to God with Spirituality among Yoga practitioners. For this purpose yoga practitioners (N=60) with age ranging from 35 to 60 years were selected as sample from the various Yoga Training Centres and Institutions of Delhi NCR. For assessing attachment to God, Attachment to God Inventory (AGI) given by Beck and McDonald was employed and for assessing spirituality, Spirituality Scale (SS) developed by Hadart et al was used. Results of the present study were analysed using Pearson-r correlation. The main finding of the current investigation is that there is no significant correlation any of the dimensions of attachment to God and spirituality except anxious attachment to God (dimension of attachment to God) and belief in God (dimension of spirituality), which are negatively correlated ($r=-.276$) at 0.05 level. The study has important implications for intervention programs.

Keywords: Attachment to God, Spirituality and Yoga Practitioners.

Attachment theory focuses on the relationships and bonds between people, particularly long-term relationships including those between a parent (usually the mother) and child and between romantic partners. British psychologist John Bowlby was the first attachment theorist, describing attachment as a "lasting psychological connectedness between human beings."

In 1970's research, psychologist Mary Ainsworth expanded greatly upon Bowl by's original work. Based upon the responses of infants, Ainsworth observed three major patterns of attachment: secure attachment, ambivalent-insecure attachment, and avoidant-insecure attachment. Later, researchers Main and Solomon (1986) added a fourth attachment style called disorganized-insecure attachment. A number of studies since that time have supported

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Ainsworth's patterns of attachment and have indicated that attachment patterns also have an effect on behaviours later in life.

Attachment to God

Psychoanalysis has a long history of conceptualizing religious belief in terms of relationship between the self and others (Kirkpatrick, 2005). A religious person's faith of relationship with a God might leave open the question of whether such a relationship is an attachment relation. Kirkpatrick and Shaver (1992) recognized parallels between qualities inbuilt in relationships with parents and relationships with God. Within monotheistic religions, God is seen as one who shows and protects his followers, similar to a parent. Thus, paralleling Ainsworth, Blehar, Waters and Wall (1978) theoretical conceptualization of parent-child attachment and Hazan and Shaver's (1987) conceptualization of adult romantic attachment, Kirkpatrick and Shaver (1992) theorized that there are three patterns of attachment to God. They found empirical evidence that people with a secure God attachment have a relationship to God characterized by feelings of safety, comfort, and satisfaction; people with an avoidant God attachment have a detached and aloof relationship to God; and people with an anxious-ambivalent God attachment have a relationship to God characterized by feelings of conflict and confusion. Attachment to God is related to numerous markers of health and well-being. For example, Kirkpatrick and Shaver (1992) found that a secure God attachment style was associated with moreover all gratification and less physical illness than an insecure God attachment style. Those who were insecurely attached to God reported higher levels of anxiety, loneliness, and depression. One way through which God attachment may affect mental and physical health is coping strategy. On the other hand, several studies have provided partial support for some form of compensation. Individuals with histories of avoidant attachment were found to be more likely to have experienced a sudden religious conversion during adolescence or adulthood (Granqvist, 1998; Granqvist & Hagekull, 1999; Kirkpatrick, 1999; Kirkpatrick & Shaver, 1990). In a four- year longitudinal study, women who reported insecure adult attachment styles in romantic relationships (both anxious and avoidant) were more likely to have "found a new relationship with God" than women who reported a secure attachment history (Kirkpatrick, 1997). In addition, women with an anxious attachment history were more likely to have had a religious experience or conversion during that time than women with avoidant and secure histories. In a second longitudinal study by Kirkpatrick (1998) using Bartholomew and Horowitz's (1991) four-category self-classification measure of romantic attachment, individuals classified as preoccupied and fearful displayed a greater longitudinal increase in religiosity relative to those reporting positive self-models. Granqvist (2002) replicated this, finding that a significantly higher proportion (16.3%) of those with an insecure attachment history with mother reported an increase in the importance of their religious beliefs during their adulthood (after age 22) than those reporting a secure attachment history with mother (6.5%).

Secure attachment in current relationships has been associated with perceptions of God as more loving, less detached and controlling (Brokaw & Edwards, 1994; Hall, Brokaw, Edwards, &

Pike, 1998), and of one's relationship with God as more stable and emotionally close (Hall & Edwards, 2002). In addition, retrospective reports of secure attachment history have been associated with higher levels of orthodox Christian beliefs (Merck & Johnson, 1995). Two recent studies found evidence directly supporting correspondence between anxious attachment in romantic relationships and anxious attachment to God (Beck & McDonald, 2004; Rowatt & Kirkpatrick, 2002).

Spirituality

Spirituality is a complex multidimensional concept (Cook 2004; Hill et al. 2000; George et al. 2000; Moberg, 2002). The concept confronts definite boundaries, which also applies to other latent constructs that are often used, such as character, well-being and mental health (Miller and Thoresen, 2003). Many definitions of spirituality have been proposed from various disciplines and perspectives. For example, spirituality has been described as “the way in which individuals realize and live their lives in view of their ultimate meaning and value” (Muldoon and King, 1995), as “search for sacred.” (Snyder, 2007), as “a personal experience of the sacred” (Vaughan, 1991) and as “a quality that goes beyond religious connection, that struggles for inspirations, respect, amazement, meaning and purpose, even in those who do not have faith in any good.” (Murray and Zenter, 1989).. It involves belief and obedience to a supreme power usually called God, who wheels the universe and the destiny of human beings. It involves the ways in which people accomplish what they embrace to be the purpose of their lives, a search for the meaning of life and a sense of connectedness to the universe. The universality of spirituality outspreads through faith and culture. At the same time, spirituality is very much personal and unusual to each individual. It is a divine world of human experience. Spirituality produces in man qualities such as affection, trustworthiness, tolerance, acceptance, and empathy, a sense of detachment, faith, and optimism. Of late, there are some reports which suggest that some areas of the brain, mainly the non-dominant one, are involved in the gratitude and accomplishment of spiritual values and experiences (Verghese, 2005). There is no single, widely-agreed definition of spirituality, (Koenig, 2012). Zinnbauer, Pargament and Scott (1999) described five studies in which various groups of individuals were asked to describe spirituality. They concluded that differences in the responses of the participants exceeded by far the similarities. McSherry and Cash (2004) even specified that we should accept that the word ‘spirituality’ has different meanings.

Yoga is the science of connecting soul to the super soul (God) and attachment to God shows the relationship between the God and the human beings, (Kumar, 2008). Spirituality may refer to almost any kind of meaningful activity, personal growth or blissful experiences. So, the relationship between spirituality and attachment to God can be best studied among yoga practitioners.

The Relation of Attachment to God with Spirituality among Yoga Practitioners

On the basis of the above literature, following objectives were framed:

- To assess the dimensions of attachment to God (i.e. avoidant attachment to God and anxious attachment to god) and to assess the dimensions of spirituality (i.e. belief in God, search for meaning, mindfulness and feeling of security).
- To explore the relationship between the attachment to God and Spirituality

Based on above mentioned objectives, the hypotheses for the present research were as follows:

- There would be a significant relationship between the dimensions of attachment to God i.e. avoidant attachment to God and anxious attachment to God and the dimensions of spirituality i.e. belief in God, search for meaning, mindfulness and feeling of security.

METHOD

Sample

A total of 60 Yoga Practitioners age ranging from 35 to 60 years, contacted for present study. Sample was collected from different centres of Akhil Bhartiya Yoga Sansthan of Delhi and NCR.

Tools

Attachment to God inventory: (AGI; Beck & McDonald, 2004) is 28-item scale based on the Experiences in Close Relationships Scale, developed by Brennan, Clark, and Shaver (1998). It contains 14 items on the Anxiety subscale (Cronbach alpha of .82 with the current sample), and 14 items on the Avoidance subscale (Cronbach alpha of .83). Examples of the anxiety items are: "I often worry out whether God is pleased with me." And "I fear God does not accept me when I do wrong." Examples of the avoidance items are: "I prefer not to depend too much on God." And "I just don't feel deepened to be close to God." The AGI demonstrated good factor structure and construct a validity in a multiple sample.

Spirituality Scale: (SS; Hadart et al, 2011) consists of 20 items, 5 items for each dimension i.e. belief in God, search for meaning, mindfulness and feeling of security. The subscales have good reliability ($.78 \leq \text{Cronbach's } \alpha \leq .97$) and medium positive inter-correlations ($.26 \leq r \leq .52$).

Procedure:

For the purpose of proposed research data was collected from different centers of Akhil Bhartiya Yoga Sansthan of Delhi NCR. After rapport formation all required scales with instructions were administered on all the participants. The participants were informed that the information collected from them will be kept confidential and will be used only for the study of research purposes. The participants were asked to fill the questionnaires of attachment to God and spirituality.

Statistical Analysis:

Pearson *r* Product moment correlation has been used to analyse the data for the present study.

RESULT AND DISCUSSION

The present study was to find the relationship of attachment to God with spirituality in Yoga Practitioners (age 35-60). Obtained data were analysed by Pearson r Correlation. Results are being presented in the following tables:

Table 1: Summary of inter-correlation of attachment to God and spirituality of Yoga Practitioners (N=60).

	Avoidant attachment to God	Anxious attachment to God	Belief in God	Search for meaning	Mindfulness	Feeling of security
Avoidant attachment to God		-.147	-.031	-.050	-.076	-.213
Anxious attachment to God			-.276*	-.093	.109	.023
Belief in God				.248	.154	-.062
Search for meaning					.121	-.008
Mindfulness						-.105
Feeling of security						

*, Correlation is significant at the 0.05 level (2-tailed)

Table 1 indicated that there is a significant negative correlation between avoidant attachment to God (dimension of attachment to God) and belief in God (dimension of spirituality), ($r = -.276$), which depicted that more the avoidant attachment to God the less would be the belief in God and vice versa.

There is no significant correlation between any other constructs of attachment to God and spirituality.

Thus, the *hypothesis* which stated that 'there would be a significant relationship between the dimensions of attachment to God (i.e. avoidant attachment to God and anxious attachment to God) and the dimensions of spirituality (i.e. belief in God, search for meaning, mindfulness and feeling of security) is partially accepted.

The above finding can be supported from the study by Hall, Fujikawa, Halcrow, Hill and Delaney (2009), who found that the dimensions of attachment to God (i.e. avoidant attachment to God and anxious attachment to God) were negatively correlated with the spirituality. The result

of the present investigation is also in parallel with the study of Okozi (2010), who found that attachment to God was inversely correlated with belief in God, positive relationship with others, personal growth and purpose in life and Hernandez, Salerno and Bottoms (2010) found a significant positive correlation between attachment to God (secure attachment to God) and spiritual coping in their study. Thus, he concluded that people who are securely attached to God have a good spiritual coping.

CONCLUSION

Thus, the findings of the present investigation illustrated that avoidant attachment to God (dimension of attachment to God) have a significant negative relationship with belief in God (dimension of spirituality). Furthermore, people with high avoidant attachment style have low belief in God. Even though the present study is not free from limitations, it can be used as the basis for many other future researches. The outcome of the present study can also be implemented in intervention programs, as it has shown a very important role of attachment to God and spirituality among yoga practitioners.

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A Study on the Impact of Big Five Personality Traits on Consciousness

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ABSTRACT

Personality is the set of psychological traits and mechanisms within the individual that are organized and relatively enduring and that influence their interactions with, and adaptations to, the intra psychic, physical, and social environments. Personality is the factor which influences other functioning of the individuals, keeping this view in mind its relation with consciousness was thought to be explored, which is awareness, the ability to experience or to feel, wakefulness, having a sense of selfhood, and the executive control system of the mind. Hence, this study was designed to understand the relationship between big five personality traits and consciousness, for this, the data was collected from 200 working and non-working males and females in the age range of 22 to 30 years. Sample was chosen from Banasthali Vidyapith, Tonk; Rajiv Gandhi Technical Institute, Raibarely; and Wipro Company, Bangalore. Measures used were self-consciousness scale (Fenigstein, Scheier & Buss 1975) which is a 23 item questionnaire and personality questionnaire: NEO Five-Factor Inventory-3 (NEO-FFI-3). This questionnaire was developed by Paul T. Costa, Jr and Robert R. McCrae (1989). The result indicated that openness and conscientiousness are significantly positively related with consciousness and openness emerged out as the significant predictor of consciousness. Also the significant difference was found between males and females in terms of consciousness. This study is unique in its endeavor and creates scope for further exploration in this field.

Keywords: *Big Five, Personality Traits, Consciousness*

Personality also refers to the pattern of thoughts, feelings, social adjustments, and behaviors consistently exhibited over time that strongly influences one's expectations, self perceptions, values, and attitudes. It also predicts human reactions to other people, problems, and stress.

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A Study on the Impact of Big Five Personality Traits on Consciousness

The **openness** to experience dimension addresses one's range of interests and fascination with novelty. Extremely open people are creative, curious, and artistically sensitive. Those at the other end of the openness category are conventional and find comfort in the familiar. (Robbins, 2008)

The **conscientiousness** dimension is a measure of reliability. A highly conscientious person is responsible, organized, dependable, and persistent. Those who score low on this dimension are easily distracted, disorganized, and unreliable. (Robbins, 2008) but also conscientiousness dimension can be characterized by reliability, achievement oriented and orderly. (Rothman and Contzer, 2003)

The **extraversion** dimension captures one's comfort level with relationships. Extraverts tend to be gregarious, assertive, and sociable. Introverts tend to be reserved, timid, and quiet. (Robbins 2008) extraversion categorizes by positive effects and emotions and can be seen as a positive sensation. (Clark and others, 1991)

The **agreeableness** dimension refers to an individual's propensity to defer to others. Highly agreeable people are cooperative, warm, and trusting. People who score low on agreeableness are cold, disagreeable, and antagonistic. (Robbins, 2008)

The **emotional stability** dimension often labeled by its converse, neuroticism-taps a person's ability to withstand stress. People with positive emotional stability tend to be calm, self-confident, and secure. Those with high negative scores tend to be nervous, anxious, depressed, and insecure. (Robbins, 2008)

Consciousness The words “conscious” and “consciousness” are umbrella terms that cover a wide variety of mental phenomena. Both are used with a diversity of meanings, and the adjective “conscious” is heterogeneous in its range, being applied both to whole organisms—creature consciousness—and to particular mental states and processes—state consciousness (Rosenthal 1986, Gennaro 1995, Carruthers 2000).

OBJECTIVE OF THE STUDY

1. To examine the effect of big five personality factors on consciousness.
2. To find if there is difference between personality of male and female towards consciousness.

Hypotheses

- **Hypotheses 1** Openness would be positively related with consciousness.
- **Hypotheses 2** Conscientiousness would be positively related with consciousness.
- **Hypotheses 3** Extroversion would be positively related with consciousness.
- **Hypotheses 4** Agreeableness would be positively related with consciousness.
- **Hypotheses 5** Neuroticism would be negatively related with consciousness.
- **Hypotheses 6** Males and females would significantly differ on consciousness.

METHODOLOGY

Sample

A sample of 200 working and non working males and females in the age range of 22 to 30 years were taken. Sample was chosen from Banasthali Vidyapith, Tonk; Rajiv Gandhi Technical Institute, Raibarely; and Wipro Company, Bangalore. For approaching the participants, authorities were contacted and the objective of the study was explained, once permission was obtained participants were approached for data collection on the basis of their readiness and availability.

Measures Used:

Self consciousness

The self-consciousness scale (Fenigstein, Scheier & Buss 1975) is a 23 item questionnaire which measures individual differences in private and public self consciousness. Self-consciousness is an acute sense of self awareness. It is a preoccupation with oneself, as opposed to philosophical state of self awareness. Participants responded to 23 items on the likert scale ranging from 3 (a lot like me) 43 to 0 (not like me) with total scores ranging from 0 to 69. The internal reliability of The sub scale is : private self consciousness .75, public self consciousness .84 and social anxiety .79

Personality

The personality of the participants was measured through the personality questionnaire NEO Five-Factor Inventory-3 (NEO-FFI-3). This questionnaire was developed by Paul t. Costa, Jr and Robert R. McCrae (1989). It measures five factors of personality namely: neuroticism, extraversion, openness, agreeableness and conscientiousness Personality is a set of qualities that make a person (or thing) distinct from another. Participants responded to 60 items on the likert scale ranging from strongly disagree to strongly agree. Total score range from 0 to 240. The reliability of the inventory is .66 and the validity is .34 to .60

Procedure

The researcher conducted the research by having the permission to collect data from the above mentioned institution. After the grant of permission the questionnaires were given to the subjects. Participants were given the instructions before handing over the questionnaires. They were informed to answer all the statements. Omission was not allowed.

RESULTS*Table 1 showing t- test difference between male and female with respect to consciousness*

consciousness	Mean	df	t	Sig
male	37.62	198	-4.498	.000
female	41.94			

Perusal of table 1 exhibits the value of t which is -4.498 significantly negatively at .000 levels. This means that the consciousness differs significantly negatively of male and females. In other words, female group feels more consciousness in comparison to male group. The average scores of sample with female group are 41.94 and for the male group is 37.62.

Table 2 showing correlation between Big Five Factors and Consciousness

variables	Mean	SD	Neuroticism	Extraversion	Openness	Agreeableness	conscientiousness	consciousness
Neuroticism	24.45 00	4.70 46	1					
Extraversion	29.92 50	5.02 250	.256** 00	1				
Openness	26.47 00	5.47 072	.143* 0.43	.301** .000	1			
Agreeableness	25.75 00	5.42 977	.167* .18	.292** 000	.191** .006	1		
Conscientiousness	27.26 00	6.67 346	.096 .174	.363** .000	.438** 000	.161* .023	1	
Consciousness	39.78 00	7.11 157	.090 204	.111 .117	.235** .001	.058 .413	.186** .008	1

Perusal of table 2 shows that consciousness is significantly positively related with openness ($r=0.235$, $p<.001$) and conscientiousness ($r=0.186$, $p<.008$) which means the more the openness and conscientiousness the more would be the consciousness, this goes with the direction of the proposed hypotheses that openness and conscientiousness would be positively related with consciousness.

Table 3 showing regression analysis of predictors of consciousness

Dependent	Predictor	R	R Square	R2 Change	B value	β	F	Sig F	t
Consciousness	Openness	.235	.055	.055	.305	.235	11.564	.001	3.401

Table 4.3 demonstrates regression analysis of the predictors of consciousness. The results of the regression indicated openness explained 5% of the variance ($R^2=0.055$, ($F=11.564$) = 3.401, $p<.001$). Thus it means that openness significantly predicted consciousness ($\beta = .235$, $p<.001$). Therefore the results are consistent with the correlation results and the hypothesis 1 is accepted.

DISCUSSION

The present study tried to investigate the relationship of big five personality factors with consciousness. The personality correlates of self-consciousness is that a wide array of personality tests has been employed, making the integration and comparison of results cumbersome. Some framework which can integrate the results concerning personality correlates would be helpful. Although not without dissenting viewpoints, proponents of the Five-Factor Model of personality have argued for its comprehensiveness (Costa & McCrae, 1992; Goldberg, 1993; John, 1990; McCrae, 1991). Developed from a factor analytic tradition (Fiske, 1949; McCrae & Costa, 1985; Norman, 1963), the Five-Factor Model posits that personality can best be described in terms of the interaction of five traits: Neuroticism, Extroversion, and Openness to Experience, Agreeableness, and Conscientiousness. The debate concerning the relative merits versus weakness of the Five-Factor Model is beyond the scope of this paper, however, it is evident that a considerable amount of personality research is currently being conducted using the Five-Factor framework. Moreover, the test developers have made efforts to understand the relationship between the Five-Factor model and others systems of personality (Costa & McCrae, 1992).

This study examined the relationship of personality on consciousness. Personality is associated with self-awareness, self-objectification and type of self-consciousness (private and public). On the basis of earlier research, certain hypotheses were made relating to it, and the findings of the study demonstrated that out of five personality traits, openness and conscientiousness were positively related with consciousness which goes with proposed hypothesis. Further analysis, by using step-wise regression, it was also found out that openness emerged out as the significant predictor of consciousness. Though the variance it could explain was mere 5% percent but it is a significant predictor. This finding goes with studies done by other scholars (Costa & McCrae, 1992; Goldberg, 1993; John, 1990). Similarly, on the line of the study done by Nadkarni and Herrmann (2010) that conscientiousness is related with consciousness, this study proves the same kind of relationship. Conscientiousness and consciousness relationship had also been examined by other scholars and they also found that there exists a significant relationship (Judge et al., (2002); McCrae & Costa, (1997); Barrick & Mount, 1991). On the basis of these findings it can be said that if openness and conscientiousness increases so is the change will be seen on consciousness because consciousness is something like awareness and openness is being open to

A Study on the Impact of Big Five Personality Traits on Consciousness

new experiences which means the person who experiences openness is also conscious with what is going on. The relationship between conscientiousness and consciousness came out to be significant because this dimension of personality is concerned with orderliness so if somebody is so concerned with being systematic and orderly then of course, the person will be high on consciousness or one can say being aware.

LIMITATIONS

Present study has some of the limitations such as the use of only quantitative measure which may not provide an enriched result. Sample size is small and inclusion of more factors would widen the scope of the study. By considering these points future studies can contribute more into this area.

IMPLICATION

In this modern era everybody wants to be independent, so they work in school, college, and organization. Sometimes it seems that individual's personality effect their work and they cannot pay much attention on their work and than their consciousness is affected, which help as a major factor in shaping their personality. This factor is eluded from the introvert fellows. With openness, conscientiousness and agreeableness, a person can enhance one's character and through these factors one's performance too increases. This has both positive and negative effect on the development of society, so this study is applicable to one and all, who are working in any condition. This study is new in its venture and opens the domain to be studies further. Certain questions were answered and more are yet to be probed.

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Spirituality and Motivation of College Students

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ABSTRACT

The present study is one kind of exploratory study where it is intended to find the role of spirituality in motivation among college students. It is explored in the current study by statistical measure Pearson rho. Positive and highly significant correlation is found between spirituality and motivation of college students. Therefore it may be concluded that students who are spiritual may be more motivated than non spiritual. And on the other hand students who are motivated could be more spiritual than students with low motivation.

Keywords: *Spirituality, Motivation, College Student, Correlation*

Why do people do what they do? It can be either as the result of inborn (hunger, thirst, sleep and sex) or acquired motives which drives human behavior. So what is this motive and how it contributes to human behaviour? On one hand, inborn motives are physiological and on the other hand acquired are psycho-social in nature. Therefore, it can be said that inborn motives are governed by biological system and acquired are governed by learning from the environment. Keeping in view of these aspects, the present study is attempted to find the role of spirituality in human motivation. Motivation are of two categories; intrinsic and extrinsic. Intrinsic is that motivation which gives mostly internal satisfaction without having any desire of external awards. On the other hand extrinsic is driven by external rewards. In the current study it is attempted to assess the role of spirituality in motivation among college students. It is expected in the present study that spirituality may contribute in intrinsic motivation. One of the studies conducted by Byrd, Hageman and Isle (2007) and it was evolved that intrinsic religiousness could not only be the lone predictor in satisfaction, purpose and self-efficacy of life but also in the subjective well being of the individual. In view of career decision making among people it was found that people having strong spiritual bond with almighty and religiousness may just enhance their ability to make decision but also ready to explore different career options (Duffya and Blustein, 2005). Morality usually comes in mind when someone talks about religiosity and spirituality. Morality could be a significant factor in motivation in the process of implanting ethical principles. There was revealed in a study on medical students, that sensitivity towards morality may contribute a

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mediator role between moral and reasoning motivation (Morton et al. 2006). Very common issue in the process of examination in schools and colleges is cheating. Why is this? Though there are many rules and regulations to control it even if it is found difficult to control. Can be there any mean to reduce it internally among students. It can be explored in view of spirituality or religiosity. Just it has been discussed above that sensitivity towards morality can mediate reasoning motivation. So the role of spirituality may contribute in it. With reference to cheating behavior, a study found that religiosity of the students has reduced the cheating behavior in exams (Rettinger and Jordan, 2005). It is strong belief of the author that spirituality cannot remain free from religiosity entirely. There are some ways or others where religiosity and spirituality overlaps with each other. Therefore studies related to religiosity are also discussed in the current study. The elements related to the understanding of almighty and motivation excelled predictive variance over each other with respect to self-reported religious behavior (Schaefer and Gorsuch, 1992). How this religious motivation can help to elders? Evidence concerning to elderly people has clarified that religious motivation is related to not only personal adjustment but also other aspects of their lives (O'Connor and Vallerand, 1990). There is evidence which shows that how religiosity and spirituality can play a role in human behavior. There was found that religious based activities have motivated the voluntary participation among population for the physical activities (Stevyn et al., 2003).

However there could be also other aspects related spirituality, religiosity and motivation among people but those may not be as close to as the present study is intended. Therefore the current study is specifically aimed to know the role of spirituality in motivation among college students. It was designed in such a way so that the gaps and conflicts among different studies pertaining to spirituality, religiosity and motivation could be filled up to some extent. However there was not found many studies pertaining to objective of the current study but some of partially concerned studies have given a rough idea to begin. Therefore it may be said that the current study is exploratory in itself.

METHOD

Participants

There were 40 college students from the different streams. These participants are a group of class which was selected conveniently. There were 25 male and 15 female participants among them. The age range was between 19 to 21 years.

Materials and Procedure

To measure the spirituality and motivation two different tools were administered. Global Motivation Scale (GMS-28) by Guay, Mageau, and Vallerand (2003) was used to assess three types of intrinsic, extrinsic motivation and a motivation. There are 4 items per subscale and thus contained a total of 28 items. Each item represents a possible reason for doing things in general. Items are scored on a 7-point Likert-type scale ranging from 1 (does not correspond at all) to 7 (corresponds completely). The GMS has demonstrated high levels of construct and concurrent

validity as well as internal consistency. In the present study, Cronbach's alphas for the six subscales ranged from .69 to .93.

Spirituality Assessment Scale by Howden (1992), was used to measure spirituality of college students. There are four domains in this scale Purpose and Meaning in Life, Innerness or Inner Resources, Unifying Interconnectedness and Transcendence. The SAS has high internal consistency ($\alpha=0.9164$).

Procedure

- To conduct the present study a booklet of both questionnaires was compiled. Thereafter all instructions as per the manual of the questionnaires were given. After that participants were asked to fill the statements honestly.
- To find the correlation, Pearson rho was applied. It was done with the help of SPSS.

RESULTS

According to the procedure, tools were administered on participants and scored as per the manual instructions. It was intended to assess the spirituality and motivation of the participants through the standardized tests. Thereafter these data were analyzed with the help of SPSS. To find the relationship between spirituality and motivation in the current study the Pearson rho is applied. Result of this analysis is summarized in the table no 1 in appendix. Results of the current study show the Person rho value as 0.594 which is significant at 0.001 levels. This value indicates that there is positive and strong correlation between spirituality and motivation. In other words it can be said that present study found the evidence which claim a positive relationship between spirituality and motivation among students. Another part of the table related to descriptive statistics of mean and standard deviation shows that there are 25 male students whose mean is 128.76 and Sd. is 19.88. There are 15 female participants in the current study whose mean and Sd. is 141.2000 and 25.73 respectively.

DISCUSSION

There is a big bank of studies concerning to spirituality and other aspects but few studies are conducted on the spirituality and motivation of college students. Thus author had little evidence to infer something in this regard. Therefore it is one kind of exploratory research. There are some studies pertaining to religiosity and above all intrinsic and extrinsic religiosity which seems to near to the current study. These and other such studies have prompted author to conduct current study. So having this notion in mind the objective of the present study is framed as: To find the role of spirituality in motivation among college students. This is conducted by measuring spirituality and motivation of the college students with the help of two questionnaires (Spirituality and Motivation scale). Data collected from students were fed in the SPSS and Spearman's rho was computed. The value of rho (0.594) is found significant at 0.001 levels. Which shows that there can be some role of spirituality in the motivation of the student? Having found the positive correlation between spirituality and motivation, it may be inferred that

Spirituality and Motivation of College Students

spiritual students have more probabilities to be highly motivated than non spirituals. In other words highly motivated students can be more spiritual as well. What could be the reason of this finding? Author estimates that first could be gender. It is to be noted that in the present study despite having more male students (25) than female students (15), the mean value of female is found more (141.20) than male students

(128.76). In other words female students have high means and SD than male students. So this may be one of the factors. Other source could be participation in religious based activities (Stevyn et al., 2003) which may increase the motivation of the students. As one knows that spirituality also emphasizes on the meaning of life so it may be that college students involved in the current study might have found their current academic endeavor as more meaningful to them. This could have caused their positive correlation with spirituality. In reverse motivation drives the human behaviour and spirituality attempts to find the meaning in that behaviour which may lead both of them to the end positive correlation. Internal satisfaction from intrinsic motivation might involve students in spiritual activities. So this may be another reason for positive correlation between spirituality and motivation.

This may be concluded from the findings that students who are spiritual may be more motivated than non spiritual. On the other hand students who are motivated may be more spiritual than not motivated students.

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APPENDIX

Table No 1: Correlation between spirituality and motivation of college students.

Correlations				
			Motivation	Spirituality
Spearman's rho	Motivation	Correlation Coefficient	1.000	.594**
		Sig. (2-tailed)	.	.000
		N	40	40
	Spirituality	Correlation Coefficient	.594**	1.000
		Sig. (2-tailed)	.000	.
		N	40	40
**. Correlation is significant at the 0.01 level (2-tailed).				

Group Statistics				
	Gender	N	Mean	Std. Deviation
Motivation	Male	25	128.7600	19.87519
	Female	15	141.2000	25.72992

Job Satisfaction among Primary School Teachers With Respect To Age, Gender and Experience

Kurakula Venkatesh^{1*}

ABSTRACT

Job satisfaction is a worker's sense of achievement and success on the job. It is generally perceived to be directly linked to productivity as well as to personal well-being. Job satisfaction implies doing a job one enjoys, doing it well and being rewarded for one's efforts. The study was conducted on 334 primary school teachers from Medak district of Telangana State. The result reveals that there is a significant difference in Job satisfaction with respect to age, gender and experience among primary school teachers.

Keywords: *Job satisfaction, Employee, Experience.*

Job satisfaction is a complex and multifaceted concept which can mean different things to different people. Job satisfaction is usually linked with motivation, but the nature of this relationship is not clear. Satisfaction is not the same as motivation. Job satisfaction is more of an attitude, an internal state. It could, for example, be associated with a personal feeling of achievement, either quantitative or qualitative (Mullins, 2005).

Job satisfaction represents a feeling that appears as a result of the perception that the job enables the material and psychological needs (Aziri, 2008). Job satisfaction can be considered as one of the main factors when it comes to efficiency and effectiveness of business organizations. In fact the new managerial paradigm which insists that employees should be treated and considered primarily as human beings that have their own wants, needs, personal desires is a very good indicator for the importance of job satisfaction in contemporary companies. When analyzing job satisfaction the logic that a satisfied employee is a happy employee and a happy employee is a successful employee.

The importance of job satisfaction specially emerges to surface if had in mind the many negative consequences of job dissatisfaction such a lack of loyalty, increased absenteeism, increase number of accidents etc. Spector (1997) lists three important features of job satisfaction. First,

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organizations should be guided by human values. Such organizations will be oriented towards treating workers fairly and with respect. In such cases the assessment of job satisfaction may serve as a good indicator of employee effectiveness. High levels of job satisfaction may be sign of a good emotional and mental state of employees. Second, the behaviour of workers depending on their level of job satisfaction will affect the functioning and activities of the organization's business. From this it can be concluded that job satisfaction will result in positive behaviour and vice versa, dissatisfaction from the work will result in negative behaviour of employees. Third, job satisfaction may serve as indicators of organizational activities.

There is evidence indicating that most teachers in most school systems are not satisfied with their jobs, moreover, there is high turnover or drop-in-drop-out syndrome among the teachers. It is also evident that people join the teaching profession as the last resort when all efforts to get into other profession have failed. However, because of the central position teachers occupy in the educational system, the National Policy on Education throughout the world admits that no education system can rise above the quality of its teachers. The Policy, therefore, recommends some steps towards the enhancement of an efficient teaching profession. These include training and recruitment of more efficient teachers at primary, secondary and high school levels (Adepoju, 2001; Adeyoju, 1999; Ajayi, 1999). What makes a teacher successful has been a central research question of organizational scientists for decades. Although various approaches and research methods have been used for studying this elusive question, it still remains unanswered. Studying teacher skills, however, seems to be one promising stream of research that has potential for providing answers or at least shedding some light on the organizations problem. As Whetten and Cameron (1994, as cited in Derman, 1999) noted teacher skills form the vehicle by which teacher strategy, teacher practice, tools and techniques, and personality attributes and style work to produce effective outcomes in organizations. In the last decade or so, a growing body of research regarding the importance of emotional intelligence for successful teachers has been witnessed. Underlying this research interest is the view that people with high emotional intelligence competencies are more likely than less emotionally intelligent people to gain success in the workplace. Particularly, scholars have noted that social skills are essential for teachers; as individuals ascend the organizational hierarchy, social intelligence becomes an increasingly relevant determinant of who will and who will not be successful

Importance of Job Satisfaction

Job satisfaction is a worker's sense of achievement and success on the job. It is generally perceived to be directly linked to productivity as well as to personal well-being. Job satisfaction implies doing a job one enjoys, doing it well and being rewarded for one's efforts. Job satisfaction further implies enthusiasm and happiness with one's work. Job satisfaction is the key ingredient that leads to recognition, income, promotion, and the achievement of other goals that lead to a feeling of fulfillment (Kaliski, 2007). Job satisfaction can be defined also as the extent to which a worker is content with the rewards he or she gets out of his or her job, particularly in terms of intrinsic motivation (Statt, 2004). The term job satisfactions refer to the attitude and

Job Satisfaction among Primary School Teachers With Respect To Age, Gender and Experience

feelings people have about their work. Positive and favorable attitudes towards the job indicate job satisfaction. Negative and unfavorable attitudes towards the job indicate job dissatisfaction (Armstrong, 2006). Job satisfaction is the collection of feeling and beliefs that people have about their current job. People's levels of degrees of job satisfaction can range from extreme satisfaction to extreme dissatisfaction.

Objectives

1. To find the job satisfaction among primary school teachers with respect to age.
2. To find the job satisfaction among primary school teachers with respect to gender.
3. To find the job satisfaction among primary school teachers with respect to experience.

Hypothesis

1. There exists a significant difference in job satisfaction among primary school teachers with respect to age.
2. There exists a significant difference in job satisfaction among primary school teachers with respect to gender
3. There exists no significant difference in job satisfaction among primary school teachers with respect to experience.

Sample of the Study

The sample consisted of 334 teachers of primary schools of Medak district of Telangana State, India

Tool of the Study

Job Satisfaction Scale developed by Spector, (1995) was used in the study. This scale has been widely used in Indian context to assess the job satisfaction. The job satisfaction scale is consisted of 36 statements with six alternative responses e.g., 6 for agree very much, 5 for agree moderately, 4 for agree slightly, 3 for disagree slightly, 2 for disagree moderately, 1 for disagree very much. This scale measures job satisfaction on nine different facets, however for the purpose of the present study, the total score on all the 36 items was taken as the measure of job satisfaction.

ANALYSIS AND INTERPRETATION

Hypothesis 1: There exists a significant difference in job satisfaction among primary school teachers with respect to age.

To verify the above Hypothesis one way Anova was performed. The results of F test are given in the following table:

Job Satisfaction	Age	N	Mean	SD	F	Sig.
	Below 30 years	112	143.5	24.61	9.32	.000
	31-40 years	124	134.6	21.19		
	Above 41 years	98	130.5	21.57		

Job Satisfaction among Primary School Teachers With Respect To Age, Gender and Experience

From the above table, the mean score obtained for primary teachers below 30 years of age was 143.5, for teachers of age 31 – 40 years was 134.6 and teachers with an age of above 41 years was 130.5. The obtained F value 9.32 was found to be statistically highly significant at 0.00 level. Therefore, it may be concluded that, the job satisfaction among primary school teachers with an age below 30 years appear to be better than teachers with an age between 31 - 40 years which in turn was better than teachers with an age of above 40 years, and it was statistically significant.

It is clear from the above table that F-Ratio for job satisfaction with respect to age came out to be 9.32 which were highly significant at 0.00 level of significance.

Hence the hypothesis, which states that ‘There exists a significant difference in job satisfaction among primary school teachers with respect to age’, is accepted.

Hypothesis 2: There exists a significant difference in job satisfaction among primary school teachers with respect to gender.

To verify the above Hypothesis, t test was performed. The results of t test are given in the following table:

Job Satisfaction	Gender	N	Mean	SD	t	Sig.
	Male	175	131.9	22.69	3.787	0.000
	Female	159	141.3	22.51		

From the above table, the mean score obtained for male primary teachers was 131.9 and that of female primary teachers was 141.3. The obtained t value 3.787 was found to be statistically highly significant, which indicates that the job satisfaction was higher in female primary teachers than that of male primary teachers.

Hence the hypothesis 7, which states that ‘There exists a significant difference in job satisfaction among primary school teachers with respect to gender’, is accepted.

Antony Stella and Purushothamam (1996) have found in their study that male and female teachers differ in their job satisfaction.

Hypothesis 3: There exists no significant difference in job satisfaction among primary school teachers with respect to experience.

To verify the above Hypothesis, F test was performed. The results of F test are given in the following table:

Variable	Experience	N	Mean	SD	F	Sig.
Job Satisfaction	Below Ten Years	243	136.5	22.53	.193	.698
	11 to 20 Years	91	137.6	23.64		

Job Satisfaction among Primary School Teachers With Respect To Age, Gender and Experience

From the above table, the mean score obtained for primary teachers with an experience of below 10 years was 136.5 and that of primary teachers with an experience of 11 to 20 years was 137.6. The obtained F value .193 was found to be statistically not significant. However, it may be said that though the difference in experience of Primary teachers was statistically not significant, comparatively primary teachers with an experience of 11 to 20 years appear to be slightly better than teachers with an experience below 10 years.

Hence the hypothesis, which states that ‘There exists no significant difference in job satisfaction among primary school teachers with respect to experience’, is accepted.

FINDINGS

- The job satisfaction among primary school teachers with an age below 30 years was found to be better than teachers with an age between 31 - 40 years which in turn was better than teachers with an age of above 40 years, and it was statistically significant.
- The job satisfaction was found to be higher in female primary teachers than that of male primary teachers.
- It is statistically inferred there exists a significant difference in job satisfaction among primary school teachers with respect to age’, is accepted.
- It is statistically inferred that there exists a significant difference in job satisfaction among primary school teachers with respect to gender.
- It is statistically inferred that there exists no significant difference in job satisfaction among primary school teachers with respect to experience.
- Primary teachers with an experience of below 10 years was found to be slightly better than teachers with 11 to 20 years of experience.
- Primary teachers with an experience of 11 to 20 years was found to be slightly better than teachers with an experience below 10 years.
- Primary teachers with an experience of 11 to 20 years was found to be slightly better than teachers with an experience below 10 years.

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Brief Mindfulness Meditation Based Stress Reduction Programme in Controlling Examination Anxiety of Secondary School Students

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Keywords: *Meditation, Stress, Reduction Programme, Examination, Anxiety, Secondary School, Student*

The relationship between anxiety and impaired academic performance has been well documented by a number of investigators (Tyron, 1980; Hill & Wigfield, 1984; Topp, 1989; Sud & Sharma, 1990; Zeidner, 1990; Zoller & Ben-chain, 1990). Everyone should feel somewhat anxious before they begin to take a test. Anxiety becomes a problem when it begins to interfere with a student's ability to think logically or remember facts. Examination anxiety (test-anxiety) is a common and frequently debilitating condition characterized by intense fear of evaluation in performance situations (Jefferys, 1997). It has an early onset (Otto *et al.*, 2001) and regularly precedes other anxiety, mood, and substance dependence disorders (Lampe *et al.*, 2003). Examination anxiety is associated with significant distress and functional impairment in both work and social domains (Lochner *et al.*, 2003) and typically persists unless treated (Clark & Wells, 1995). The early onset of test-anxiety magnifies its impact, including increased school dropout (Van Ameringen *et al.*, 2003), poor social integration, and increased comorbid psychopathology (Lampe *et al.*, 2003).

Mindfulness meditation is one of the most widely known clinical programs designed to give instruction and experience in mindfulness practice, as well as guidance and suggestion in integrating mindfulness into everyday life to facilitate increased well-being and reductions in psychological distress. Recently, mindfulness-based interventions have been of increasing interest as a cost-effective, low-stigma, accessible treatment option for a variety of psychological and medical symptoms, including anxiety (Hofmann *et al.*, 2010). Mindfulness training teaches participants meditation techniques that increase awareness of present-moment experiences, including thoughts, emotions, and bodily sensations, with a gentle and accepting attitude towards oneself (Bishop *et al.*, 2004). Roemer *et al.* (2009) found that patients with general anxiety have

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Brief Mindfulness Meditation Based Stress Reduction Programme in Controlling Examination Anxiety of Secondary School Students

lower levels of trait mindfulness and more difficulties with emotion regulation than healthy controls and suggested that mindfulness training may be helpful.

Whereas no previous study has examined the effects of a brief mindfulness intervention on examination anxiety and subsequent academic performance, extensive research suggests that mindfulness interventions are effective at reducing anxiety and stress as well as benefitting working memory capacity (Weger *et al*, 2012) and executive control (Teper & Inzlicht, 2012). The investigatorS thus hypothesize that mindfulness meditation represents a potentially promising approach to reducing examination anxiety and increasing academic achievement. To date, however, there has been little work on how mindful meditation is effective in mitigating examination anxiety among secondary school students in the context of their achievement, and hence the rationale of this study.

Objectives

This present study aims to investigate the effect of doing mindfulness meditation on examination anxiety. The study has the following specific objectives in view:

1. To find out the examination anxiety of control and experimental group before practicing mindfulness meditation.
2. To find out the level of examination anxiety of the control and experimental group after practicing mindfulness meditation.
3. To find out the effect of mindfulness meditation on examination anxiety of the experimental group in comparison to the control group.
4. To find out the effect of mindfulness meditation on examination anxiety of student in high-, average-, and low achievement levels.

Hypotheses

They study has the following hypotheses in view:

- H₁: There will be no significant difference between the mean pre-test examination anxiety scores of control group and experimental group.
- H₂: There will be no significant difference between the mean pre-test scores and mean post-test scores of examination anxiety in control group.
- H₃: There will be a significant difference between the mean pre-test scores and mean post-test scores of examination anxiety in experimental group.
- H₄: There will be a significant difference between the mean post-test examination anxiety scores of control group and experimental group.
- H₅: There will be no significant difference between mean pre-test and post-test scores of examination anxiety in high-, average-, and low achievers in secondary schools.
- H₆: There will not be any significant difference among students in the high-, average-, and low achievement levels with regard to their post-test scores.

METHODOLOGY

The study followed a pretest-posttest control group design by taking examination anxiety as dependent variables, mindfulness meditation as independent variable, and achievement level as classificatory variable. The population for the study is the secondary school students in the age range 13-15, studying in the secondary schools of Kerala. A non-probability sample of 80 students, selected conveniently, constituted the sample for the experimental study. The data pertained to examination anxiety was collected by administering the Test-Anxiety Scale for Secondary School Students (TASS) developed by Arjunan & Francis (2009) and the scores of mid-term examination, measured and maintained by the school authorities as a part of comprehensive evaluation, constituted the secondary data for the purpose of classifying subjects into different levels of achievement. The Brief Mindfulness-Based Stress Reduction Programme (BMBSRP), modeled on the Mindfulness-Based Stress Reduction (MBSR) program developed by Kabat-Zinn *et al* (2003), constituted the intervention programme for alleviating examination anxiety of the experimental group. The data thus collected were subjected to both descriptive and inferential statistical analysis with the help of SPSS (for Windows 16.0).

RESULTS AND DISCUSSION

The details of the analysis done with respect to each of the objectives are presented below:

Comparison of pre-test TASS Scores: Experimental and Control Groups

The details regarding the data and results of comparison between pre-test TASS scores of experimental group and control group are given in Table 1.

Table 1: Comparison of Mean Examination Anxiety Scores of Experimental and Control Groups (Pre-test Scores)

Treatment Groups	Size (N)	Mean (M)	Standard Deviation (σ)	t-value	Level of Significance
Experimental Group	44	155.82	34.47	0.31	Not Significant
Control Group	44	153.70	28.42		

Statistical analysis of the data (Table 1) revealed that, there is no significant difference ($t = 0.31$; $P > 0.05$) between Experimental and Control group with regard to their pre-test examination anxiety scores. Hence hypothesis formulated in this context viz., *H1: There will be no significant difference between the mean pre-test examination anxiety scores of control group and experimental group*) is accepted.

Brief Mindfulness Meditation Based Stress Reduction Programme in Controlling Examination Anxiety of Secondary School Students

Comparison of Pre-test and Post-test TASS Scores: Control Group

The data and results of the comparison between pre-test and post-test Examination Anxiety Scores of the Control Group are given in Table 2.

Table 2: Comparison of Mean Pre-test and Post-test Examination Anxiety Scores of Control Group (Paired t-test)

Groups	Size (N)	Mean (M)	Standard Deviation (σ)	t-value	Level of Significance
Control group Pre-test	44	153.70	28.417	1.59	Not Significant
Control group Post-test	44	153.50	28.219		

The result of the paired-samples t-test given in Table 2 shows that there is no significant difference ($t = 1.59$; $P > 0.05$) between the mean pre-test and post-test examination anxiety scores of the control group. Hence hypothesis formulated in this context viz., H_2 : *there will be no significant difference between the mean pre-test scores and mean post-test scores of examination anxiety in control group* is accepted.

Comparison of the Pre-test and Post-test TASS Scores: Experimental Group

To find out whether the Brief Mindfulness-Based Stress Reduction Programme was effective in reducing examination anxiety in secondary school students, the mean examination anxiety scores of the group before and after the experimental intervention were compared by applying paired samples t-test. The data and results of the comparison made in this context are given in Table 3.

Table 3: Comparison of Mean Pre-test and Post-test Examination Anxiety Scores of Experimental Group (Paired t-test)

Groups	Size (N)	Mean (M)	Standard Deviation (σ)	t-value	Level of Significance
Experimental group Pre-test	44	153.55	28.627	3.75	Significant at 0.01 level
Experimental group Post-test	44	144.95	33.744		

Brief Mindfulness Meditation Based Stress Reduction Programme in Controlling Examination Anxiety of Secondary School Students

The t-value obtained on comparing the pre-test and post-test TASS scores of experimental group is significant ($t = 3.75$; $p < 0.01$), showing that there exist a true difference between the examination anxiety of the group before and after the experimental intervention. Hence hypothesis formulated in this context viz., H_3 : *there will be a significant difference between the mean pre-test scores and mean post-test scores of examination anxiety in experimental group*, is accepted.

Comparison of the Post-test Examination Anxiety Scores of Control Group and Experimental Group

The extent to which the Brief Mindfulness-Based Stress Reduction Programme is effective in alleviating the examination anxiety of secondary school students could be assessed accurately only by comparing the post-test scores of control group and experimental group. The data and result of the analysis carried out in this context is given in Table 4.

Table 4: Comparison of Mean Post-test Scores of Control Group and Experimental Group (Independent Samples t-test)

Groups	Size (N)	Mean (M)	Standard Deviation (σ)	t-value	Level of Significance
Control group Post-test	44	153.50	28.219	2.91	Significant at 0.01 level
Experimental group Post-test	44	136.69	26.163		

The t-value obtained on comparing the post-test scores of control group and experimental group is significant ($t = 2.91$; $p < 0.01$) showing the presence of a real difference between the groups. Scrutiny of the data presented in Table 4 indicates that the mean examination anxiety scores for the experimental group is significantly lower than that in the control group. This difference between the post-test scores of control group and experimental group could be attributed to the effectiveness of Brief Mindfulness-Based Stress Reduction Programme. In the light of the above finding, the hypothesis H_4 : *there will be a significant difference between the mean post-test examination anxiety scores of control group and experimental group* is accepted.

Comparison of the Pre-test and Post-test TASS Scores of Students in different Achievement Levels in the Experimental Group

The pre-test and post-test examination anxiety scores of students in different levels of achievement are compared to test the significance of difference between the means. The details of the paired t-test carried out in this are given in Table 5.

Table 5: Comparison of Mean Pre-test and Post-test Examination Anxiety Scores of Students in different Levels of Achievement in Experimental Group (Paired t-test)

Achievement Levels	Test Groups	Size (N)	Mean (M)	Standard Deviation (σ)	t-value	Level of Significance
High	Pre-BMBSRP Group	9	136.00	27.445	5.39	Significant at 0.01 level
	Post-BMBSRP Group	9	129.22	26.485		
Average	Pre-BMBSRP Group	25	157.48	26.866	6.24	Significant at 0.01 level
	Post-BMBSRP Group	25	151.04	26.420		
Low	Pre-BMBSRP Group	10	159.50	30.511	5.75	Significant at 0.01 level
	Post-BMBSRP Group	10	151.50	27.456		

The t-values obtained on comparing the Pre-test and Post-test TASS scores of the the experimental group in all the three levels of achievement are significant showing that the BMBSRP intervention is effective for reducing the test-anxiety of all kinds of achievers in the classroom. The hypothesis formulated in this context viz., H_5 : *there will be no significant difference between mean pre-test and post-test scores of examination anxiety in high-, average-, and low achievers in secondary schools*, is rejected.

Comparison of the Post-test Scores of High-, Average-, and Low Achievers in the Experimental Group

The differential effect of the experimental intervention up on the post-test scores of students in different levels of achievement was studied by comparing the mean scores. One way ANOVA was done with the help of SPSS to find out significant differences, in any, among the groups compared. The data and result of the analysis carried out in this context is given below in Table 6.

Brief Mindfulness Meditation Based Stress Reduction Programme in Controlling Examination Anxiety of Secondary School Students

Table 6: Comparison of Mean Post-test Scores of Examination Anxiety for High-, Average-, and Low Achievers (Result of ANOVA)

ANOVA					
Post-test	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3726.312	2	1863.156	2.511	.094
Within Groups	30417.416	41	741.888		
Total	34143.727	43			

The result of One way ANOVA, given in Table 6, shows that the F-value obtained is not significant ($F = 2.511$; $p > 0.01$), revealing the fact that the groups compared do not differ significantly with regard to their post-test scores. To state in another words, the high-, average and low-achievers are almost alike in their examination anxiety after the experimental intervention. The hypothesis H_6 : *there will be significant difference among students in the high-, average-, and low achievement levels with regard to their post-test scores*, is hence rejected.

CONCLUSIONS

The following are the major findings emerged from the analysis

1. The control group and experimental group are alike with regard to the pre-test scores of examination anxiety.
2. The control condition does not bring about any change in the examination anxiety of secondary school students.
3. There is significant difference between the pre-test and post-test examination anxiety scores of the experimental group. The post-test mean test-anxiety scores are lower than the pre-test mean test-anxiety scores. The experimental intervention brought about significant reduction in the examination anxiety of students in the experimental group.
4. Comparison of the experimental and control group revealed that there is significant difference between the two groups in terms of the mean post-test scores and that the experimental group is superior to control group. The Brief Mindfulness-Based Stress Reduction Programme is effective in bringing down the examination anxiety of secondary school students.
5. There exist significant differences between the pre-treatment and post-treatment mean scores of examination anxiety for all the three levels of achievement in the experimental group. The stress reduction programme introduced was effective in lessening the examination anxiety of all kinds of achievers in secondary schools.

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Investigation of the Relationship between Achievement Motivation and Parental Encouragement of Adolescent Girls in District Anantnag

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ABSTRACT

The purpose of the present study is to investigate the relationship between achievement motivation and parental encouragement of adolescent girls in district Anantnag. The study was descriptive-correlational in nature and the data were collected using achievement motivation scale and parental encouragement scale through survey method. The sample of the study was 200 adolescent girls selected through random sampling technique. A significant positive relationship was found between achievement motivation and parental encouragement of adolescent girls. The study revealed significant difference on achievement motivation and parental encouragement among private and government adolescent girls in district Anantnag. Private school adolescent girls have higher achievement motivation and parental encouragement as compared to government school adolescent girls.

Keywords: *Parental Encouragement, Achievement motivation & Adolescent girls.*

Education is a continuous human endeavor to achieve perfection. Education is the basic key to all processes of development, especially, human development. Education is fundamental to holistic development of human potential-material and spiritual. It refines sensibility and perceptions that contribute to national cohesion, a scientific temperament, scientific attitude and independence of mind and spirit. Parental encouragement is a support and appreciation of their wards activity when they were satisfied with him in relation to his attainment of education. Involvements of parents and encouragement have impact on educational attainment and success. Encouragement of younger children also adds to the probability of a specified outcome of their eventually graduating from high school. There are three most important ways parents can get involved in supporting their children's learning: Learning at home, school /home partnership, parental representation. Kotnala, et al (2014) revealed that rural adolescents, whether male or

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Investigation of the Relationship between Achievement Motivation and Parental Encouragement of Adolescent Girls in District Anantnag

female, perceive less parental encouragement which leads to lesser self-confidence. On the contrary urban adolescents, whether male or female, perceive high parental encouragement which leads to higher self-confidence. Bindu and Aruna (2014) showed that parental encouragement is positively related to process skills of adolescent students. Gupta (2014) revealed that there is a significant relationship among mental health and parental encouragement among secondary school students. Singh (2015) found that parental encouragement of urban secondary school students was significantly better than rural students and adjustment of rural secondary school students was found significantly better than urban students. The parental encouragement was significantly and positively related to adjustment in case of female and urban secondary school students. Mahajan (2015) showed that academic stress was significantly and negatively correlated with parental encouragement. Mishra (2015) revealed that there is significant impact of parental encouragement on academic achievement of boys and girls of high and low parental encouragement groups. It was concluded that academic achievement of middle school students may be enhanced by parental encouragement.

Achievement motivation is one of the many important factors which determine academic proficiency of students. The motive to achieve produces consistent striving for the pursuit of academic goals. It has been observed that extrinsic and intrinsic rewards such as high grades, distinctions, sense of pride and passion for learning influences the achievement motivational level of students in academic settings (Covington, 2000). Achievement motivation is defined as a disposition to strive for success and/or the capacity to experience pleasure contingent upon success. It involves a concern for competition with some standard of excellence (Atkinson, 1957). Achievement motivation is a pattern of planning of actions and of feeling connected with hard efforts to achieve some internalized standard of excellence. It involves a fundamental assumption that the desire to achieve something of excellence is inherent in all being. Salami (2004) conducted an extensive review literature of achievement motivation and concludes that various studies found significant relationship between vocational interests and achievement motivation. Chabra & Kumari (2011) indicated that parental encouragement level influences the achievement motivation in academic area. Higher the level of parental encouragement, better the achievement motivation.

Alzboon Salee (2013) showed significant positive relationship between the social adaptation and the achievement motivation. Jagtap (2015) revealed that achievement motivation of students was significantly correlated with academic achievement. No significant correlation was found between scores of achievement motivation, intelligence and socio-economic status. Results of multiple regression revealed that academic achievement was significant predictor of achievement motivation. Bharanbe (2016) showed that the student of private school have significantly higher achievement motivation in comparison to government school students. So, in short we can conceptualize parental encouragement is treatment originating from parents towards the child with a view to enhancing the possibilities of future occurrence of good behavior by care, concern

Investigation of the Relationship between Achievement Motivation and Parental Encouragement of Adolescent Girls in District Anantnag

approval and guidance. The present study was directed towards investigating the achievement motivation of adolescent girls in district Anantnag of Jammu and Kashmir in relation to their parental encouragement.

JUSTIFICATION OF THE STUDY

An individual is the primary unit of society, The harmonious development of individual's personality as an integrated human beings adequate upon the wider process of education which takes care of various dimensions of personality i.e. physical, intellectual, emotional as well as social. The education system helps the individual to move towards knowledge and thus towards wisdom. Achievement motivation of an individual plays very important role in deciding the educational stream as well as settlement in future life. Parents need to be more conscious about the education of their children especially of their daughters. By educating their daughters, they can help them live a dignified life. They need to accept the fact that daughters can bring them equal fame as they expect from their sons. Girls are no less than boys in any field. By imparting education to girls parents can contribute a lot towards the building of a responsible society and a responsible nation. Education can make women self-dependent, responsible and strong. It would make them enlightened and empowered. Keeping in view, the careless and unconcerned attitude towards education of girls, the investigator selected to explore the achievement motivation of adolescent girls, because achievement motivation acts a base foundation for future success of an individual. Moreover it was quite clear from the related literature, through numbers of studies were conducted in the area of achievement motivation and parental encouragement. Hence the paucity of research and the greater concern for the people of valley with respect to offering them a better quality of life and life skills, so as to cope up with 21st century needs and the challenges inspired to investigator to undertake the present study.

OPERATIONAL DEFINITIONS

The key terms used in the study have been defined to attain greater precision and clarity. The operational definitions of such terms are given below.

Achievement motivation

Achievement motivation means to achieve one's goals, one need to aspire at a higher level and try to overcome any obstacles to succeed. It is a need to succeed and strive against standards of excellence. It serves to motivate an individual to do well. Achievement motivation includes need achievement, academic challenge, attitude towards education, inter-personal relations. For this study the achievement motivation refers to scores on adolescent girls on achievement motivation scale.

Parental encouragement

Parental encouragement is the treatment provided by the parents to their child which can nurture the hidden potentialities within them. It can be in the form of guidance, concern, care as

Investigation of the Relationship between Achievement Motivation and Parental Encouragement of Adolescent Girls in District Anantnag

approved by them which can act as a driving force for the students to take a particular decision in life. Parental encouragement scale is an attempt to measure quantitatively the parental encouragement as perceived by the child.

OBJECTIVES

The objectives of the present study are:

1. To evaluate the relationship of achievement motivation of adolescent girls in district Anantnag with their parental encouragement.
2. To compare the adolescent girls studying in government schools and private schools of district Anantnag with respect to their-
 - (a) Achievement Motivation
 - (b) Parental Encouragement

Hypotheses

1. There exists no significant relationship between achievement motivation and parental encouragement of adolescent girls of district Anantnag.
2. There exists no significant difference in achievement motivation of adolescent girls studying in government schools and private schools of district Anantnag.
3. There exists no significant difference in parental encouragement of adolescent girls studying in government schools and private schools of district Anantnag.

METODOLOGY

The study was descriptive-correlational in nature and the data were collected using achievement motivation scale and parental encouragement through survey method. The sample of the study was 200 adolescent girls selected through random sampling technique. The age range of participants was from 15-17, years. Participants were drawn from five schools of district Anantnag.

Tools:

Following tools were employed to this study:

Achievement motivation (n-ach) inventory

Achievement Motivation (n-Ach) scale was constructed by Dr. Pratibha Deo and Dr. Asha Mohan (2011) consists of 50 items. Out of 50 items 13 are negative and 37 are positive items. A positive item carries the weight age of 4, 3, 2, 1 and 0 respectively for the categories of Always, Frequently, Sometimes, Rarely and Never. A negative item carries the weight age of 0, 1, 2, 3 and 4 for the same categories respectively.

Investigation of the Relationship between Achievement Motivation and Parental Encouragement of Adolescent Girls in District Anantnag

Parental encouragement scale

Parental encouragement scale prepared by Dr. Kusam Agarwal (1999) is used to measure parental encouragement. The responses of the subjects were assigned numerical values, ranging from 1 to 5, depending upon the degree of perceived parental encouragement. The responses always, most often, frequently, sometimes and never were given 5, 4, 3, 2 and 1 weight age respectively.

Procedure

The data was collected randomly from participants studying different schools of district Anantnag. The investigator was taken the permission from the principal of senior secondary schools for the conducting the tests. The investigator was make clear the purpose of data collection and give directions regarding the attempt of statements in the tools namely, parental encouragement scale and achievement motivation inventory. The investigator was ensured the students that information provided by them would be kept confidential. Due care was taken that the respondents did not leave any item unmarked. Finally, scoring of each questionnaire was done manually.

Data Analysis

The data was analysed by using SPSS-20 Version, Regression and t-test were used to analyse the data.

RESULTS

After the data was accumulated and processed by SPSS-20 version software, the research hypotheses were analyzed using regression and t-test. The results are presented in following tables:

Table 1 (A): Summary of correlation between parental encouragement and achievement motivation of adolescent girls

Variable	R	R ²	Adjusted R square	F value
Parental encouragement	.149	0.022	0.017	4.522*

*Significant at 0.05 level of Significance

The above table 1 (A), shows the correlation coefficient of parental encouragement and achievement motivation of adolescent girls of district Anantnag. The coefficient of correlation is .149* and its square is 0.022. Regression suggests that parental encouragement can explain 2.2% variance of the criterion variable (achievement motivation). Therefore the first hypothesis of the study “There exists no significant relationship between achievement motivation and parental encouragement of adolescent girls of district Anantnag.” stands rejected.

Investigation of the Relationship between Achievement Motivation and Parental Encouragement of Adolescent Girls in District Anantnag

Table 1 (B): Summary of ANOVA for regression

MODEL	Sum of squares	Df	Mean squares	F
Regression	865.036	1	865.036	4.522*
Residual	37876.719	198	191.297	
Total	38741.755	199		

*Significant at 0.05 level of significance

It is evident from the above table 1 (B), the obtained F-value is statistically significant at 0.05 which indicates statistically significance of the relationship between parental encouragement and achievement motivation. The predictive variable (parental encouragement) can predict the criterion variable (achievement motivation). Therefore, regression analysis is allowed and feasible.

Table 1 (C): Summary of coefficients of regression

MODEL	Unstandardized Coefficients	Standardized Coefficients		t
	B	Std. Error	Beta	
(Constant)	143.732	6.680		21.515**
Parental encouragement	.046	.022	.149	2.126*

**Significant at 0.01 level of Significance

*Significant at 0.05 level of Significance

According the above table, with B=.046 and t = 2.126* which is significant at 0.05 level of significance. It implies that parental encouragement plays an important role in predicting achievement motivation. Regression coefficient of spiritual intelligence and creativity is Beta = 0.149. Therefore the regression equation formulated from these two variables are: **Achievement motivation= 143.732+ (.046) Parental encouragement or AM=143.732+ (0.46) PE**

Table 2: Summary of t-test for differences in achievement motivation of adolescent girls studying in government schools and private schools of district Anantnag

Variable	N	Government school		Private schools		t-value	Level of significance
Achievement Motivation	200	Mean	S.D	Mean	S.D		Significant
		154.47	13.44	161.10	13.59	3.47**	

**Significant at 0.01 level of significance

Investigation of the Relationship between Achievement Motivation and Parental Encouragement of Adolescent Girls in District Anantnag

The results of investigating the differences in achievement motivation of adolescent girls studying in government schools and private schools of district Anantnag have been presented in table 2. The results showed that there is significant difference between government school girls and private school girls on achievement motivation. Therefore the second hypothesis of the study, which was stated that “There exists no significant difference in achievement motivation of adolescent girls studying in government schools and private schools of district Anantnag.” stands rejected.

Table 3: Summary of t-test for differences in parental encouragement of adolescent girls studying in government schools and private schools of district Anantnag

Variable	N	Government school		Private schools		t-value	Level of significance
Parental encouragement	200	Mean	SD	Mean	SD		Significant
		286.27	36.14	320.54	46.38	5.82**	

**Significant at 0.01 level of significance

The results of the investigation on the differences in parental encouragement of adolescent girls studying in government schools and private schools of district Anantnag have been presented in table 3. The result showed that there is significant difference between government school girls and private school girls on parental encouragement. Therefore the third hypothesis of the study, which was stated that “There exists no significant difference in parental encouragement of adolescent girls studying in government schools and private schools of district Anantnag.” stands rejected.

DISCUSSION

The study has been done to investigate the relationship between achievement motivation and parental encouragement. The results of the study revealed that there is a significant positive relationship between achievement motivation and students parental encouragement. Regression analysis of the preset paper demonstrated that about 2.2% variance of students' achievement is explained by variables of parental encouragement. The results of our study are consisted with the findings of Chabra & Kumari (2011) indicated that parental encouragement level influences the achievement motivation in academic area. Higher the level of parental encouragement, better the achievement motivation.

Investigation of the Relationship between Achievement Motivation and Parental Encouragement of Adolescent Girls in District Anantnag

Also, the results showed that there is a significant difference between government and private school girls on achievement motivation. The results of our study are consisted with the findings of Bharanbe(2016) showed that the student of private school have significantly higher in achievement motivation in comparison to government school students. It implies that private school girls had more achievement motivation than government school girls. Reason of this type of result is that students of private schools think or contemplate critically because their learning pattern is based on creativity, critical analysis, practical based, organization of ideas and teachers are well equipped with new teaching methods of teaching. Students are taught according to latest teaching methods and schools' academic and cultural environment or organizational climate play an important role in students' life. Private schools give emphasis on performance of the students and they are ready to exhibit their ability

Another part of the results indicated the difference between government and private school girls on parental encouragement. Private school student's perceived more parental encouragement than government school girls. This may be due to the fact that private school students were given more opportunities, facilities and favorable home environment for developing their goals and therefore the students are more performance oriented as compared to government schools.

CONCLUSIONS AND IMPLICATION

There was a significant positive relationship of parental encouragement of adolescent girls of Anantnag district with achievement motivation. The adolescent girls studying in private schools and government school of Anantnag district differ significantly with respect to their Achievement motivation. The mean score of private school students on achievement motivation is higher as compared to government school students. The adolescent girls studying in private schools and government school of Anantnag differ significantly with respect to their parental encouragement. The mean score of private school students on parental encouragement is higher as compared to government school students. Our results suggests that parental encouragement can predict achievement motivation. It implies that parental encouragement have a considerable role to play in the achievement motivation of adolescent girls studying in private and government school of district Anantnag. The study recommended that both parents and school authorities, especially teachers should join hands together, so as to improve the achievement motivation of students. It is the joint responsibility of both parents and teachers to work towards the betterment of children rather should assist each other for the all-round development of children.

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Two Year Duration of B.Ed. and M.Ed. Courses: Constrains and Expected Solutions

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ABSTRACT

This paper explores immediate constrains and its expected solutions of two year B.Ed. and M.Ed. programme carried out in Gujarat and particularly in India. The Justice Verma Commission had suggested wide range reforms in Teacher Education which the new Regulations 2014 have addressed. Under the light of Justice Verma commission report and resulting NCTE regulation 2014, the major constrains are faculty, financial crunches, and enhancement of infrastructural facilities on the part of govt. as well as self-financing teacher education institutions. The aspirant students seeking admission in teacher education programme are burdened with heavy fee with the extended duration which ultimately ceases them to pursue their desired course. These and many other constrains are taken into discourse for their better solutions for the betterment of the teacher education.

Keywords: Teacher Education (B.Ed. And M.Ed.), Constrains and Expected Solution.

As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education—The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage. This shows that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure.

Quality and excellence are prerequisites for any educational institution to create outstanding teacher for betterment of the nation. There is an overwhelming concern about the quality of education especially in the developing countries like India. Kothari commission (1964-66) clearly held that the quality, competence and character of teachers to be the most significant factors, influencing the quality of education and its contribution to national development. Quality school education holds doubtlessly the direct outcome of quality of teachers and the teachers' education system. Indian teacher education has gone through a sea change in many dimensions over the time.

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Two Year Duration of B.Ed. and M.Ed. Courses: Constrains and Expected Solutions

Estimates prepared by the National University of Educational Planning and Administration (NUEPA) and the Ministry of Human Resource Development (MHRD) show that implementation of the RTE Act would require the appointment of 0.51 million additional elementary school teachers over and above the existing vacancies of 1.26 million elementary school teachers. The task of ensuring the supply of required number of qualified teachers to the school system within the stipulated time as per the RTE Act remains a principal challenge. Unevenness of the situation across different states makes it even more complicated.

Demand for qualified teachers over the next few years would be substantial especially in the context of RTE Act. It becomes extremely critical for States to expand the current institutional capacities, not only of infrastructure but also of qualified and trained faculty.

The crucial developments and swift advances in the field of education and training of teachers create huge number of challenges for the teacher educators and institutions.

Recommendations of Verma Commission

The Verma Commission recommended total 30 recommendations for Teacher Education Institutions and Strengthening NCTE. The few striking Recommendations are as follows:

- Teacher education should be a part of the higher education system. The duration of programme of teacher education needs to be enhanced.
- Every pre-service teacher education institution may have a dedicated school attached to it as a laboratory where student teachers get opportunities to experiment with new ideas and hone their capacities and skills to become reflective practitioners.
- The institutional capacity should be increased for preparation of teacher educators. There is a need to make the Masters in Education programme of 2-year duration with the provision to branch out for specialization in curriculum and pedagogic studies, foundation studies, management, policy and finance, and other areas of emerging concerns in education.
- The NCTE would need to develop broad based norms for qualification of teacher educators to enable induction of persons with post graduation degrees in education science, social sciences, languages and mathematics, along with a professional degree in teacher education or a research degree in education, as teacher educators.

NCTE completed and notified the revised Regulations 2014, along with Norms and Standards for 15 programmes on November 28, 2014 under Government of India Gazette Notification No.346 (F.No. 51-1/2014/NCTE/N&S) by following the recommendations of the Justice Verma Commission (JVC) appointed by the Government at the instance of the Hon'ble Supreme Court of India. The JVC had suggested wide range reforms in Teacher Education which the new Regulations 2014 have addressed. Under the light of Justice Verma commission report and resulting NCTE regulation 2014, the major constrains and its expected solutions can be expressed as follow:

Major Constrains:

In one year B.Ed. programme 8(1+7) full time faculty members were required for 100 students, whereas; with the increase of duration in B.Ed. course up to two years, 16(1+15) full time faculty members are required for 100 students (2 basic units of 50 students). The same is increased in M.Ed. course too. Essential arrangements for fulfilling the post (including financial liability) are to be done before implication of this regulation—State Govt. (for Govt. and Govt. aided colleges) and College concerned (for self financed colleges). There is a dearth of qualified staff in teacher education. Increase in duration demands more qualified staff but, unavailability of qualified staff will further deteriorate the quality of teacher education. Especially self-financed teacher education institutes with their nexus with affiliating university will further confirm on record that they didn't find the qualified staffs, which ultimately create the situation more pitiful. Intake capacity (M.Ed.) for Basic unit of 35 students which was further increased to 50 students (only one unit/Institution) which accentuates on enhancement of infrastructural facilities. This disheartens the present teacher education institution to continue as they are reluctant to invest more for quality teacher education.

New Teacher Education Institution has to be located in composite Institutions and the existing teacher education Institutions shall continue to function as stand-alone Institutions; and gradually move towards becoming Composite Institution. Infrastructural facilities will be enhanced accordingly. It is not fully viable for self-financing and some college to move smoothly in this setting.

As the course increase in duration, it puts extra financial burden on students in the form of fees to be paid, so the entrants become reluctant in getting admission in teacher education course. The situation ultimately hampers the process of producing qualified teachers and teacher educators.

The concept of learning without burden is confiscated with the enhancement in duration. Since; it demands four semester-end examinations in place of two in previous version. In the prevailing system of examination in higher education, this will promote cramming among prospective teachers and will further carry on where they are deployed in school or college system. The internship without any monetary reward which falls in fourth semester will obstruct the quality parameter of teacher education.

Expected solutions:

It is imprudent to enhance merely the duration of the teacher education courses. As the quality don't have any direct relation solely on duration of time in teacher training. This can be achieved by maintaining timely admission and with the maximum utilisation of time allocated for the teacher education course. If one year time duration is utilised with commitment and with rigour, quality teachers can be prepared.

The following solutions, if implemented with cent percent commitment by each teacher education institutions, one year teacher education programme can produce excellent teachers as it does:

Two Year Duration of B.Ed. and M.Ed. Courses: Constrains and Expected Solutions

- As the Justice Verma committee had an objection of compromised quality in teacher education institutions in all respect in the country, a stricter periodical surprised monitoring system should be strictly followed from three levels—NCTE, state govt. and university.
- Each teacher education institute (B.Ed./M.Ed. or other form) ought to recruit qualified teacher educators.
- The basic infrastructure needs should be maintained as per the NCTE norms and there should not be any compromise with it.
- Imparting education should be considered as a social service instead of considering a profit making firm.
- Instead of making the present institutes as composite institutes, the B.Ed. /M.Ed. programme should be worked out in the present pattern of formal higher education.
- Internship should be kept in the last semester and it should have some monetary reward for prospective teachers.
- There will be four semester end examinations with enhancement of two year duration which are not advisable for preparing quality teacher. B.Ed./ M.Ed. programme duration can be kept one year with a separate six month paid internship.

CONCLUSION

These are the few suggestions, if carried out properly, a quality teacher education can be ensured in the country. The entire episode was due to the deteriorate quality prevailing in the teacher education institutes. It is the duty of every teacher education institution in the country to introspect and maintain quality at each level—from recruitment to imparting quality teacher training to prospective teachers.

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Theory of Mind and Executive Functioning in Alcohol Dependence Syndrome

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ABSTRACT

Title: Theory of mind and executive functioning in alcohol dependence syndrome. Objectives: The objective of study to examine the relationship of the Theory of Mind (TOM) deficit and Executive Functioning difficulties of the Alcohol Dependence Syndrome (ADS). **Methods:** Forty-five patients of ADS age range between 18 to 35 years participated in the study. All patients selected for study were inpatients of de-addiction ward of the Ranchi Institute of Neuropsychiatry and Allied Sciences (RINPAS), Ranchi. All participants were tested on measures of TOM tasks and Wisconsin Card Sorting Test (WCST). **Results:** The result findings suggest that the First Order Deception Tasks (FODT) of TOM was significantly correlated with the WCST's no. of error, percentage of error, non-perseverative error and First Order Deception Tasks (FODT) of Memory with all variables of WCST. Second Order Deception Tasks (FODT) of TOM was significantly correlated with the WCST's percentage of error, non-perseverative error and conceptual level responses. Attribution of Intention Tasks (AIT) of TOM was significantly correlated with the all variables of the WCST. **Conclusions:** The ADS patients having difficulty in TOM tasks and this difficulty may be related to underlying deficit in executive functioning.

Keywords: *Theory of Mind, Executive Functioning, Alcohol Dependence Syndrome.*

The Theory of Mind (TOM) is the ability to attribute mental states beliefs, intents, desires, pretending, knowledge or emotions to oneself and others and to understand that others have beliefs, desires, intentions, and perspectives that are different from one's own (Premack and Woodruff, 1978). The TOM term was first used by primatologists and psychologists Premack and Woodruff (1978). The TOM deficits can occur in people with autism spectrum disorders (Baron-Cohen, 1988), schizophrenia (Corcoran and Frith, 2003), attention deficit hyperactivity disorder (Korkmaz, 2011), bipolar disorders (Kerr et al., 2003; Montag et al., 2009), major

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depression disorders, specific language impairments and as well as alcoholics who have suffered brain damage due to alcohol's neurotoxicity, particularly the prefrontal cortex region of the brain (Uekermann, Daum, 2008).

There are several theories which described the different theoretical perspective of the structure and process of the TOM. Some theorists argue that a distinct theory of mind skill need not be invoked at all, but rather that mental state attribution can be completely and more parsimoniously accounted for by general cognitive mechanisms, such as executive functions. These theories support different claims about the existence of specific neural structures that might sub serve theory of mind. There are four major explanation of the TOM by different theories:

The first one is a **Modular Theory** of TOM claims that theory of mind exists as a distinct, cognitive ability that is functionally dissociable from other cognitive functions. In addition, many modular theorists assert that the theory of mind module is innate, follows a pre-set developmental course, and matures relatively independently from other cognitive skills (Baron-Cohen, 1995; Leslie & Roth, 1993). This domain- specific cognitive module has emerged from the study of autism (Baron-Cohen, Leslie, & Frith, 1985; Leslie & Thaiss, 1992).

The second one is a **Simulation Theory** of TOM proposed that theory of mind ability, or attributing mental states to others, can be most accurately conceived of as an act of role-taking (Langdon & Coltheart, 2001). From this perspective, individuals' interpretations of the world are not guided by a general theory about how minds work, nor do individuals make inferences about the mental states of others, and thereby predict actions. Instead, individuals simulate what reality would look like to another person by mentally placing themselves into that person's perspective, and then predicting what they themselves would do in the other person's place. Simulation theory does not differentiate between abstract, cognitive perspective-taking and concrete, visual perspective-taking that involves mental manipulation of a physical environment. This is in opposition to modular theories, which clearly differentiate mental state inferences from inferences about the concrete, physical world. In addition, simulation theory does not require the meta-representational computations about reality that are imposed by some modular theorists (Leslie & Roth, 1993).

The third one is a **Developing Theory** of TOM viewing the theory of mind as a developing, evolving theory about other minds that is revised with experience over time. This theoretical stance posits several different theories of mind that replace one another as an individual's appreciation of alternate, cognitive perspectives becomes increasingly more sophisticated (Gopnik & Wellman, 1994).

The last but not least one is **Executive Function Theory** of TOM believes that executive functions are sufficient to perform the mental inference skills attributed to theory of mind, without the invocation of any specialized cognitive skill (Ozonoff et al., 1991). These theorist

that reject a theory of mind construct argue that the tasks traditionally used to assess theory of mind ability primarily test executive function component skills such as set-shifting and response inhibition. For example, an individual might fail to inhibit a response based upon his own beliefs, and so fail to display his actually intact appreciation of an alternative perspective held by another person. These cognitive-general theorists further claims that the core, meta-representation ability attributed to theory of mind by modularity theorists is merely one example of the general executive capacity for using embedded rules (Frye, Zelazno, & Palfai, 1995). These theorists have also presented evidence that executive function performance predicts theory of mind performance, while theory of mind performance does not predict executive function performance. This suggests that theory of mind is dependent on executive functions while executive functions are not dependent on any theory of mind skill (Frye et al., 1995; Hughes, 1998; Ozonoff et al., 1991). This executive functioning explanation of TOM is primarily focused in this present study.

There are several studies done on the TOM in subjects with alcohol use disorders (Bosco et al. 2013; Maurage et al. 2015; Uekermann *et al.* 2007; Gizewski *et al.* 2013) and found that the TOM is impaired in alcohol use disorders (AUD). The impairments observed in alcohol use disorders were related in particular to TOM and executive functions especially working memory (Uekermann *et al.* 2007). These studies only discussed about the deficit of the TOM and executive functioning in AUD but there were no description was given about the relationship of the executive functioning and TOM variables found in AUD patients. Therefore this study was planned to find out the deficit and interrelationship of different features of TOM tasks and executive functioning in the alcohol dependence disorders (ADS).

METHOD

Sample:

The 45 male patients of Alcohol Dependence Syndrome were selected for the study from inpatients of De-addiction ward of Ranchi Institute of Neuro-Psychiatry and Allied Sciences (RINPAS), Kanke, Ranchi. The age range of patients was between 18-35 years and they are educated upto 10th standard. The patient is having more than five years history of substance use, other co-morbid substance abuse history, other co-morbid psychiatric disorders, mental retardation and organic history were excluded.

Tools:

For the present study following tools were used:

1. **Socio-demographic and Clinical Data Sheet:** It was semi structured Performa especially designed for this study. It contains information about socio-demographic variables like age, sex, education, marital status, residence, occupation, religion and clinical variables like age of onset of illness, mode of onset of illness, course of illness, duration of illness, medication, history of alcohol or substance abuse, family history of mental illness and co-morbid psychiatric illness.

2. Theory of Mind Tasks: The three major tasks have been used to assess the Theory of Mind (TOM) in the present study are:

- a) **False Belief Task (FBT):-** A false-belief story intends to test subject's ability to infer false belief and to correctly predict that others can act on the basis of beliefs that misrepresented reality. Tasks involving acknowledgement of a story character's false belief about the world is first order TOM task. Second order false belief tasks assesses the mistaken belief of what one story character thinks about another story character's thought. The task was acquired from the stories developed by Wimmer and Parner (1983), Baron-Cohen, Leslie & U Frith (1986). These tasks were translated into Hindi as standard procedure with some minor changes in a few words due to their culture specificity (e.g. candy was replaced with chocolate).
- b) **Deception Task (DT):-** Deception entails manipulation of another person's thought – making some one believe something false. TOM stories by Frith and Corcoran (1996), showing the mental state and memory questions were used for this purpose. The deception stories involved bluff (first order) and double bluff (second order). These tasks were also translated into Hindi as per standard procedure with some minor changes in a few words due to their cultural specificity.
- c) **The Attribution of Intention Task (TAIT):-** The task consisted of four randomly ordered short comic strips, already designed by Sarfati et al. (1977) for exploring TOM in schizophrenia. Some culture specific changes were done wherever required. Material consisted of a series of 4 randomly ordered short comic strips, represented in a sequence of three pictures sketched in black ink on 39x59 inch card. The sketches were adapted keeping in mind their culture specificity as per the procedure. The content was retained as in the original cards.

The scoring of both false belief as well as deception task was done according to a standardized scoring scheme, which has previously shown good inter-rater agreement (Fletcher et al. 1995; Doody et al., 1998). The scoring of attribution of intention task was done to determine subjects different pattern of selection amongst the cards.

3. Wisconsin Card Sorting Test (WCST) – 64 Card Version: This test was used to assess the executive function of the ADS patients. The 64 card version developed by the Kongs et al. (2000). The normative data were developed of this short version for individuals ranging from 6½ through 89 years of age. The generalizability coefficient of test-retest scores ranged from .39 to .72. The construct and cross-cultured validity was assessed of this short version. The construct validity of the WCST as a measure of problem solving has been examined by comparing the test to other measures by Shute and Huertas (1990). In cross-cultural validity potentially important variables included which is reflects the socio-cultural perspective of the population assessed by the Gasquoine (1999).

Procedure:

Initially clinical history and socio-demographic data was collected by the help of case record file and interviewing the patient. Then the TOM tasks were exposed and responses were obtained of the ADS patients diagnosed according to the ICD-10 DCR. Then WCST test was administered on the same patients and data was collected. The obtained data of both tests were scored according to the standard procedures and statistically analysed by using Pearson Product Moment method of correlation coefficient, Mean and Standard Deviation.

RESULT

Table 1: Correlation between TOM tasks and WCST Variables

TOM/WCST Variables	Total No Errors	Perseverative Response	Perseverative Errors	Non-Perseverative Errors	Conceptual Level Response
First Order False Belief Tasks of TOM	-.002	-.281	-.311	-.158	.000
First Order False Belief Tasks of Memory	-.002	-.281	-.311	-.158	.000
Second Order False Belief Tasks of TOM	-.406	-.273	-.306	-.014	-.194
Second Order False Belief Tasks of Memory	-.010	.059	.084	.033	.176
First Order Deception Tasks of TOM	.010	.146	.112	.248	-.276
First Order Deception Tasks of Memory	.586	.621	.620	.441	.408
Second Order Deception Tasks of TOM	-.344	.122	.148	.220	.329
Second Order Deception Tasks of Memory	-.376	-.379	-.420	-.286	-.509
Attribution of Intention Tasks	.322	.181	.180	.234	.550

The obtained scores of ADS patients on TOM tasks and WCST variables were correlated and the table 1 findings suggests that the first order deception tasks of TOM were highly correlated with the non-perseverative errors, first order deception tasks of memory highly correlated with the all

variables of the WCST, second order deception tasks of TOM were highly correlated with the conceptual level responses and attribution of intention tasks were highly correlated with the all WCST variables.

Table 2: Mean and Standard Deviation of TOM and WCST Variables

TOM/WCST Variables	Mean	Std. Deviation
First Order False Belief Tasks of TOM	1.70	.48
First Order False Belief Tasks of Memory	1.70	.48
Second Order False Belief Tasks of TOM	1.00	.67
Second Order False Belief Tasks of Memory	.90	.74
First Order Deception Tasks of TOM	1.50	.53
First Order Deception Tasks of Memory	1.60	.52
Second Order Deception Tasks of TOM	1.10	.74
Second Order Deception Tasks of Memory	1.40	.70
Attribution of Intention Tasks	2.50	1.35
Total No of Errors	76.30	11.09
Perseverative Responses	79.20	15.86
Perseverative Errors	79.40	16.87
Non-Perseverative Errors	97.60	11.91
Conceptual Level Responses	69.00	6.86

The table 2 findings suggest that the highly variable responses obtained in WCST variables of ADS patients except conceptual level of responses. The findings also denotes that the mild impairment in all variables of the WCST except non-perseverative errors was found and moderate impairment in second order false belief tasks of TOM and Memory.

DISCUSSION AND IMPLICATION

The present study intended to find out the relationship between Theory of Mind and Executive Functioning of Alcohol Dependence Syndrome patients. The result findings suggests that the first order deception tasks of Memory and TOM were highly correlated with the all variables of the WCST reflects that the impairment in manipulation of another person's thought is related to the poor planning ability, anticipation towards changes, poor flexibility and problem in dual task performance. The findings also denotes that the second order deception tasks of TOM highly correlated with the conceptual level responses of the WCST indicates that the impairment to making some one believe something false of TOM is related to the poor logical analysis and forming new concepts of executive functioning. The ability to predict the others future responses on the basis of the earlier incidents were depends on the cognitive flexibility and logical analysis.

The study findings can be helpful for the mental health professionals to understand the ADS patients' level of deficit in executive functioning and their effect on social perception and interaction. The study results can be useful for the psychotherapeutic formulation and management of these ADS patients. There are several training, research has been done and ongoing for the improvement of the executive functioning of ADS patients which can not only empower the ADS patients cognitive functioning but also their social and individual ability too.

CONCLUSION

The overall study findings supports the Executive Function Theory of TOM which discussed that the executive functions are sufficient to perform the mental inference skills attributed to theory of mind, without the invocation of any specialized cognitive skill (Hughes et al, 1995; Ozonoff et al., 1991) and the findings also recommend that the mild impairment in executive functioning was related to the moderate impairment in the ability to understand the others intentions, mental states beliefs, desires, pretending, knowledge or emotions and perspectives that are different from one's own.

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The Role that Self-Compassion and Self-Control play in Hostility provoked from a Negative Life Event

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ABSTRACT

The main focus of this study is to investigate the degree to which self-compassion and self-control buffer against hostility provoked by a negative life experience. To accomplish this inquiry pre and posttest state hostility measures were taken from sixty-six students displaying an increased negative affect following a statistics test. Repeat measures MANOVA revealed that the post measure increase in state hostility was significance ($p > .05$). Moreover, there was a significant interaction between self-compassion and self-control. Upon inspection of the group difference, participants with low self-compassion and low self-control score showed a significant increase on compared to pre-test scores or posttest scores compared to every other group. Correlational analysis revealed that while both variables were associated with pre and post-test measures of state hostility, Self-compassion was demonstrated to have a larger correlation than self-control. Moreover, the results, study limitations, and implications were discussed.

Keywords: *Self-Compassion, Self-Control, Mindfulness, Aggression, Violence, Hostility, and Criminality.*

Criminologists have connected the sources of violent criminality to undeveloped self-control, which is characterized by impulsive behavior, self-centeredness, increased propensity to engage in risky behavior, and a lack of anger control (Gottfredson & Hirschi, 1990; Nagin & Paternoster, 1993). Regardless of the theoretical origins, the intersection of impulsive behavior and negative life experience has been identified as provoking hostility, anger, and aggression.

In addition to risk factors of violence, many researchers are focusing on positive mental states that might reduce the risk of violent behavior (Woldgabreal, Day, & Ward, 2014). One mental state that serves as a positive indicator of psychological wellbeing is self-compassion (Neff, 2003b). Furthermore, self-compassion is negatively associated neurological correlates associated with exposure to violence that have shown to predict anger, violence, and aggression (Klimecki,

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Leiberg, Lamm & Singe, 2013; Longe et al., 2010). While research concerning the intersection of hostility and self-compassion is scarce, there have been many empirical affirmations to the value of the intersection of self-compassion and the risk of violence (Adams & Leary, 2007; Neff & Vonk, 2009; Web & Forman, 2012).

SELF-CONTROL THEORY

Criminologists have recognized self-control, a construct similar to ASPD, as a theoretical cause of violence and criminality (Gottfredson & Hirschi, 1990; Nagin & Paternoster, 1993). Failure to develop self-control leads to a host of antisocial behaviors such as violence. Self-control was described as “the extent to which they (people) are vulnerable to the temptations of the moment” (Gottfredson & Hirschi, 1990, p.87), the inability to defer gratification (Nagin & Paternoster, 1993), and the extent to which someone can adequately evaluate consequences of his/her behavior (Gottfredson & Hirschi, 1990).

Gottfredson and Hirschi (1990) stated that low self-control is characterized by six elements. These factors include a lack of future orientation, self-centeredness, proneness to anger, lack of diligence, an orientation towards physical activities as compared to mental activities, and a preference for risk taking (Gottfredson & Hirschi, 1990). This theory has been interpreted to suggest that a lack of self-control creates an inability to defer gratification (Nagin & Paternoster, 1993). Similarly to ASPD, the underlying trait characterizing low self-control is impulsivity (Gottfredson & Hirschi, 1990). Research studies have found that self-control was negatively associated with aggression (Netter, Hennig, Rohrmann, Wyhlidal, & Hain-Hermann, 1998), the inability to defer gratification (Nagin & Paternoster, 1993), psychopathy (Vaughn, DeLisi, Beaver, Wright, & Howard, 2007), and violent re-offending (Grieger, Hosser, & Schmidt, 2012; Piquero, MacDonald, Dobrin, Daigle, & Cullen, 2005).

This section describes the link among exposure to violence, neurological correlates of violence, self-control, and the propensity to engage in violent behavior. Specifically, researchers theorize that exposure to violence creates neurological changes associated with impulsivity (Ducharme et al., 2011; Tow & Whitty, 1955), psychopathy (Decety et al., 2013), reactive aggression (Damasio et al., 1994; Ducharme et al., 2011), and instrumental aggression (Blair, Colledge, Murray, & Mitchell, 2001; Marsh et al., 2008). Furthermore, criminologists have conducted several studies that link low self-control, a construct similar to antisocial personality disorder, to psychopathy, impulsivity, aggression, and violent crime (Netter, Hennig, Rohrmann, Wyhlidal, & Hain-Hermann, 1998; Grieger et al., 2012; Nagin & Paternoster, 1993; Piquero et al., 2005; Vaughn et al., 2007).

Self-Compassion

Self-compassion is a concept characterized as a healthy self-attitude (Neff, 2003b). Self-compassion involves the cognitive, affective, and behavioral self-dimensions of an experience and the motivation to enhance those dimensions through positive affect (Stosny, 1995). Stosny

The Role that Self-Compassion and Self-Control play in Hostility provoked from a Negative Life Event

(1995) described self-compassion as an internal self-regulation of the perception of an experience that is “incompatible with antisocial behavior” (p. 82).

Neff conceptualized self-compassion as three components including self-kindness, mindfulness, and awareness of a common humanity (Neff, 2003a). Self-kindness refers to a propensity among people to show positive affect to themselves rather than being critical of oneself. Mindfulness involves being intentional and non-judgmentally aware of one's personal thoughts and actions at the present (Grossman, Niemann, Schmidt, & Walach, 2004; Neff, Hsieh, & DeJitterat 2005). The final aspect of self-compassion concerns the recognition of a shared common humanity.

Self-Compassion and Violence

While little research directly connects self-compassion to violence, a few studies suggest that linking low self-compassion to violence shows promise. Neff and Vonk (2009) provided evidence that self-compassion was negatively associated with anger. Less anger perpetuates less aggression. Stosny (1995) developed the compassion workshop to increase self-compassion among crime perpetrators. He found that the participants who completed his program displayed more self-reported compassion as measured by the attachment compassion scale, less partner reported physical violence and less verbal violence (Stosny, 1995). The participants showed positive progress when compared to a cognitive behavioral intervention; a finding replicated with violent offenders by Murphy, Stosny and Morrel (2005).

While research has yet to establish a direct relationship between self-compassion and aggression, many studies have linked self-compassion to various predictors of violence. Specifically, evidence suggests that self-compassion is positively correlated with several variables shown to alleviate violence. These variables include: concern for others (Daugherty, Murphy, & Paugh, 2001; Neff, 2003a), social connectedness (Neff, 2003b; Neff et al., 2007; Sampson & Laub, 1993), and self-esteem (Murphy et al., 2005; Neff, 2003a; Oser, 2006). Moreover, preliminary evidence does suggest a link between self-compassion and different neurological structures associated with violence (Klimecki, Leiberg, Lamm & Singer, 2013; Longe et al., 2010). Specifically, self-compassion seems to be associated with the insular cortex, the orbit frontal cortex, the striatum, the amygdala, and the anterior cingulate (Klimecki, Leiberg, Lamm & Singer, 2012; Longe et al., 2010). Practicing self-compassion or engaging in compassion based meditation increases activation in areas deficient among violent persons, as well as decreasing areas overactive among perpetrators of aggression.

Self-Compassion and Self-Control

While little research has investigated the relationship between self-compassion and self-control, there seems to be a few key points of intersection. For instance Mindfulness, a previously mentioned subcomponent of self-compassion, shares many similarities to self-control (Bowlin & Baer, 2012; Masicampo & Baumeister, 2007). Specifically, mindfulness relates to the awareness of thoughts and feelings at the present moment while self-control has been described as

The Role that Self-Compassion and Self-Control play in Hostility provoked from a Negative Life Event

susceptibilities to “temptations of the moment” (Gottfredson & Hirschi, 1990, p.87). Greater self-awareness of a person's thoughts and actions could mean more control over one's susceptibilities. While similar, there are certain theoretical distinctions between the two traits. Mindfulness, specifically, is a dynamic trait while self-control is theorized to be invariant (Gottfredson & Hirschi, 1990).

In addition to these intersections, researchers have discussed potential theoretical links between these two concepts. Neff (2003b) stated that self-compassion requires met cognitive skills, which require a certain level of self-control. Evidence shows that positive changes in mindfulness can lead to changes in self-compassion among university students (Bergen-Cico, Possemato, & Cheon, 2013). As mentioned above, mindfulness involves self-control and is antagonistic to impulsivity. Under this assumption, self-control could be the cognitive structure required to have self-compassion.

While some evidence indicates that a certain level self-control is required for self-compassion, other findings indicate that self-compassion can be tied to decreases in impulsivity. Specifically, Heatherton and Baumeister (1991) theorized that self-awareness leads to an unpleasant view of the self, and impulsivity is linked to the avoidance of self-awareness. They later argue that self-regulation, exhibited through a lack of impulsivity, varies across person and across type of task (Heatherton and Baumeister, 1996). This theory has been supported in a variety of studies examining the relationship between eating disorders and self-compassion (Adams & Leary, 2007, Web & Forman, 2013).

In order to evaluate the concept that self-control and self-compassion are associated with violence, this study seeks to investigate the role that these characteristics play in changes in an individual's state hostility provoked from the context of a negative life experience. Specifically, this study will compare changes in hostility among 66 students displaying an increased negative affect in response to a statistics exam. Statistics can be a difficult and frustrating subject for many students and exams tend to amplify feelings of frustration. Considering that examination grades are relevant to the students' lives, this design captures change in hostility in the context of a real world event.

METHODS

Procedure

Participants were undergraduate students enrolled in a statistics course. In order to preserve the students' anonymity, the surveys did not include any demographic information other than gender. However, it is expected that due to the demographics of the classroom the participants were mostly white non-Hispanic and white Hispanic.

Students were surveyed before taking and after receiving their grade on a statistics test. Research assistants recruited students at the beginning of the lecture. In order to maintain anonymity, the

The Role that Self-Compassion and Self-Control play in Hostility provoked from a Negative Life Event

instructor was not present while the participating students were surveyed. Students were asked to draw a symbol and number on the envelopes of both surveys so that researchers were able to connect the items from both tests without knowing the identity of the participants. The pretests were delivered two weeks prior to a statistics test. During the pretest, students completed a gender demographics form, the self-control scale, the PANAS, the shortened self-compassion form, and a hostility scale. Posttest surveys were taken immediately after the test scores were released. Test grades were posted two days prior to the posttest survey. Prior to distributing the posttest surveys, students were asked to look at their grades within their convenience within this time frame. Students who reported a negative life experience were included in the final analyses involving the impact of self-control and self-compassion on hostility. This included 66 participants including 32 men and 34 women.

Measures

Demographics. The demographic form included a question requesting gender information. The posttest demographic questionnaire included an item eliciting the students' evaluation of their test performance.

The Self-Compassion Short Form scale. The Self-Compassion short form is a 12-item self-report instrument scale. It contains six subscales including three positive scales and three negative scales. These include the following: Self-kindness (e.g., I try to be understanding and patient towards those aspects of my personality I don't like), Common Humanity (e.g., I try to see my failings as part of the human condition), and Mindfulness (e.g., When something upsets me, I try to keep my emotions in balance). Further, it contains the following three negative subscales: Self-judgment (e.g., I'm disapproving and judgmental about my own flaws and inadequacies), Isolation (e.g., When I fail at something important to me, I tend to feel alone), and Over-identification (e.g., When I'm feeling down, I tend to obsess and fixate on everything that's wrong).

Negative items (self-judgment, isolation, and over-identification) are reverse scored prior to completing the total mean. This measure has been shown to have good validity and reliability (Raes, Pommier, Neff & Gucht, 2011) In this study, this measure yielded a Cronbach's alpha of .84.

Positive and Negative Affect Schedule (PANAS). To measure the participants' affective states, this study used the Positive and Negative Affect Schedule (PANAS). Watson et al. (1988) developed this inventory of positive (such as determined, proud, enthusiastic) and negative emotions (such as nervous, guilty, upset). Items are rated based off of the participants' feelings at the present moment from "not at all" to "extremely." The pre test and post test measures yielded Cronbach's alpha of .90 and .92 respectively.

Self-Control. To measure self-control in this study, Grasmick et al.'s (1993) self-control scale was used. Grasmick et al.'s (1993) Self-Control Scale has been the most widely used measure of

The Role that Self-Compassion and Self-Control play in Hostility provoked from a Negative Life Event

self-control in the literature (Gibson, 2005). This scale was designed to measure self-control as defined by Gottfredson and Hirschi (1990), who described a lack of self-control as having six components. These six parts include: impulsivity (e.g., I often act on the spur of the moment without thinking), a preference for simple rather than complex tasks (e.g., I try to avoid projects I think are difficult), risk-seeking behavior (e.g., I test myself now and then by doing something risky), a preference for physical activities over cerebral activities (e.g., I like to get out and do things more than I like to read or contemplate ideas), self-centered orientation (e.g., I try to look after myself even if it means making things difficult for other people), and anger control (e.g., I lose my temper pretty easy). This 24-item scale includes 4 items for each component. These items are rated on a five-point Likert scale: never (0), rarely (1), sometimes (2), often (3), and almost always (4). Seven of the items are reverse coded. Higher scores on this scale indicate a lower level of self-control. This measurement was shown to have high reliability (.87) for incarcerated men (Gibson, 2005). In this study Cronbach's alpha was found .85.

State Hostility Scale. In order to measure the participant's propensity for reactive aggression, they completed the state hostility scale (SHS) (Anderson, Deuser, & DeNeve, 1995). The SHS is a 35-item Likert scale measure, which consist of statements concerning current emotions including 24 items related to anger (such as "I feel aggravated" and "I feel like yelling") and 11 negatively scored pro-social emotional states (such as "I feel calm" and "I feel cooperative"). The SHS has demonstrated good internal reliability estimated from (Anderson, Deuser, & DeNeve, 1995). Chronbach's alpha for the pretest and the posttest were .94 and .93 respectively.

Exam Satisfaction. Exam satisfaction was measured using a one-item Likert scale "How happy were you with your grade?" This item was rated on a four-point scale (4) strongly agree, (3) agree, (2) disagree, (1) and strongly disagree.

Negative Life Experience. In order to determine if a participant suffered from a negative life experience, every participant's posttest negative affect score was subtracted from their pretest score. Participants that divided based upon the polarity of their scores. Those that reported a lower pretest score were coded as having a negative life experience and those that reported a larger pretest score were coded as having a positive one. Participants that received a negative number were recruited for further analyses. These participants included 32 males and 34 females for a total of 66 participants.

RESULTS

The initial validation analyses involved correlational analyses to evaluate to the degree to which the negative life experience variable correlated with exam satisfaction as well as pre and posttest negative affect. The analyzes revealed that the negative experience was negatively correlated with exam satisfaction ($R = -.9$ $p < .05$) but positively correlated with negative affect ($R = .69$ $p < .05$). Negative experience was not correlated with pretest negative affect.

The Role that Self-Compassion and Self-Control play in Hostility provoked from a Negative Life Event

The analyses consisted of two-way repeat measures MANOVA and correlational analyses. Prior to testing assumptions, the pre- and posttest mean were calculated for both the self-control scores and self-compassion scores. In order to measure the impact of self-control and self-compassion on state anger, participants were separated in groups based off of their self-control and self-compassion scores. Prior to splitting each group, Kolmogorov-Simon test was conducted concerning self-compassion and self-control scores. Kolmogorov-Simon test revealed that self-compassion and self-control violated the normality assumption (.121 and .126 $p < .05$). Due to this violation, groups were assigned based off of percentiles rather than standard deviations. The split was determined based on the 33 and 66 percentile. Specifically, subjects who scored up to the 33 percentile were placed in the low self-compassion or self-control group, 34 to 66 percentile were placed in the medium self-control or self-compassion group, and participants over the 66 percentile were placed in the high self-control or self-compassion group.

Prior to conducting the two-way repeat measures MANOVA, each assumption was tested. Our Box's Test of Equality of Covariance Matrix showed an inequality of covariance ($F_{21, 3729.23} = 1.88, P < .05$). Further, Levene's Test of Equality of Error Variance revealed that the pretest ($F_{(8,55)} = 3.36, p < .05$). ANOVA's are robust to violations of the homogeneity of variance assumption (Lindman, 1974). Therefore, there were no special modifications made to these analyses. Moreover, this study used Kolmogorov-Simon test to revealed a violation of normality assumption on the pre and posttest hostility scores (.144 and .163, $p < .05$). As with the homogeneity assumption, ANOVA is robust to violations of normality (Glass, Peckham, & Sanders, 1972).

The two-way repeat Measure ANOVA was used to compare the effect of the self-compassion variable and the self-control variable on the state anger means differences between pre- and posttest. In terms of pre- and posttest scores, the Two Way Repeat Measures ANOVA revealed that the post-test hostility scores were significantly different from the pretest scores $F_{(1,55)} = 4.30, p < .05, \eta^2 = .07$)with a medium effect size (Cohen, 1977). As indicated by table 1 the post-test mean hostility scores were significantly larger than the pre-test.

Further, there were no differences found between either the self-compassion groups ($F_{(2,55)} = .213, p > .05$) or the self-control groups ($F_{(2,55)} = 1.22, p > .05$). However, there was an interaction between the self-compassion and the control groups ($F_{(4,55)} = 4.82, p < .05, \eta^2 = .26$) with a large effect size (Cohen, 1977). As indicated in table 1, participants within both the low self-control group and the low self-compassion group scored a sample mean of 122 on the posttest. Moreover, the estimate of the confidence intervals (107.05, 137.7) of participants in both these groups indicate that results of the participants are 95% more likely to score higher on the hostility score on the post-test than their pretest mean score (85.25). The same is true for the grand mean (75.47) or any other groups' post-test score (55.5 to 81.45).

In addition to the Two-way Repeat Measures MANOVA, correlational analyses were implemented. As indicated on table 2, these findings suggest students' posttest scores were significantly associated with pretest scores $R = .51, p < .05$, self-compassion $R = -.49, p < .05$, and self-

The Role that Self-Compassion and Self-Control play in Hostility provoked from a Negative Life Event

control $R=.33$ $p<.05$. The pretest hostility score displayed a significant correlation with self-compassion $R=-.56$ $p<.05$ and self-control $R=.30$ $p<.05$. In addition, self-compassion was correlated with self-control $R=-.25$ $p<.05$.

DISCUSSION

The goal of this study was to investigate the role of self-control and self-compassion in predicting hostility in response to a negative life event. To accomplish this task, students were surveyed who displayed a negative change in affect in response to a statistics test. The preliminary analyses revealed the negative life event was valid in that it displayed a strong ($R=.9$) negative relationship with exam satisfaction, a strong positive relationship with posttest negative affect, and no relationship with pretest negative affect. Our subsequent observations indicated a interaction involving self-control and self-compassion. Moreover, these findings demonstrate that both self-compassion and self-control were correlated with state hostility during the pre- and post-test periods. Interestingly, the self-compassion score revealed a stronger correlation coefficient with the pre- and post-test hostility measures. Self-control scores displayed moderate correlation with both measures while self-compassion was found to have a large relationship than self-control (Cohen, 1988). In addition, self-control and self-compassion were correlated.

As mentioned above, the interaction among variables is most likely due to the significant increase in state hostility scores found among the participant with low self-control and low self-compassion. Based off the MANOVA, neither self-compassion nor self-control as a particular group displayed an independent impact on state hostility. Rather, it was the combination of the two variables. These findings suggest that neither variable by itself impacts the tendency to become hostile after an adverse life event and that the low scores on both variables predict an increased state hostility.

Before discussing why the participants with low self-control and low self-compassion displayed significant increases in self-reported hostile tendencies, it is important to discuss potentialities as to why not having neither low self-control nor self-compassion could affect hostility. For instance, why did the group with moderate self-control but low self-compassion not show the same magnitude of increased state anger? A person with moderate levels of self-control but low self-compassion would be susceptible to self-criticism. While a person meeting these criteria would be vulnerable to internalizing negative life events, they would possess the met cognitive fortitude to resist hostile tendencies. These individuals may be likely to redirect blame inward by over-identifying (Neff 2003b) with their problems rather than projecting them.

Another possibility is that these individuals might restrain violent affect due to possible social sanctions that are reserved by society for those in the community who display overt acts of anger or aggression. With the legal or social penalties attached to displays of hostile behavior, these individuals may be deterred from hostile behavior by a rational calculation of the social costs of this type of behavior. In this case, a low self-compassion/ moderate self-control person would

The Role that Self-Compassion and Self-Control play in Hostility provoked from a Negative Life Event

operate within the cognitive framework of the rational choice theory. In terms of neurological structures related to emotional regulation, people fitting this description are likely to have problems associated with the structures associated with self-criticism such as the insular cortex (Longe et al. 2010) but they have functional structures associated with self-regulation such as the orbit frontal cortex.

For the participants who displayed low levels of self-control and moderate levels of self-compassion, a lower susceptibility to hostility is likely to involve the affective perspective of the individual rather than a met cognition. Specifically, low self-control/ moderate self-compassion individuals likely have lower inhibitions than those with low self-compassion/ high self-control. If faced with adverse life events, these individuals are likely to have a diminished ability to regulate negative feelings that occur. Rather, their cognitive appraisal of the adverse event provokes less of an emotional response. Perhaps these individuals respond to adverse life events with compassion rather than hostility. Considering Nagin and Paternoster's (1993) description of low self-control as the inability to defer gratification, perhaps individuals who are self-compassionate gain less gratification from hostile actions. Possibly these participants might respond to negative life events with more self-kindness. Perhaps these individuals are mindful of the impulsive behavior and use self-compassion as an adaptive measure to prevent hostile tendencies.

For the participants in this study that had low self-control and low self-compassion, these findings indicate a tendency to respond in a hostile manner to adverse life events. Participants who fall in this category may have impaired self-regulation and the negative affective perspective of the event. Due to the combination of negative appraisal and a lack of self-regulation, negative events are likely to provoke negative emotions including anger and aggression. Moreover, individuals with low self-compassion and self-control are unable to look at themselves and more likely to externalize their blame in the form of aggression (Stosny, 1995). People with low self-control and self-compassion would probably demonstrate abnormalities in brain regions associated with self-regulation and emotional regulation (Baerentsen, Hartvig, Stodkilde-Jorgensen, & Mammen, 2001; Cahn & Polich, 2006, Hölzel et al., 2007; Holzel et al., 2011; Klimecki et al., 2012; Lazar et al., 2003; Longe et al., 2010; Wang et al., 2011). These areas of the brain have been found to be associated with hostility, violence, criminality, and antisocial behavior (Aoki, Inokuchi, Nakao, & Yamasue, 2013; Damasio et al., 1994; Moffit, 1993; Schiffer et al., 2014).

This study also identifies the magnitude of the difference between the correlation coefficient of the two independent variables. Specifically, self-compassion shared a high negative correlation with the reactive hostility measure before and after the adverse life event, while self-control only exhibited a moderate correlation at both times. A likely rationale for the super efficacy of self-compassion is that self-compassion is specific to negative experience (Neff & Dahm, 2014) while self-control is applicable to any life event.

The Role that Self-Compassion and Self-Control play in Hostility provoked from a Negative Life Event

While these results demonstrate the superior efficacy of self-compassion compared to self-control as a predictor of hostility, self-control is still an important factor. As indicated by these MANOVA results, participants only displayed significant increases in state anger when there was a lack of both traits. Furthermore, self-control did reveal a moderate relationship with state anger. This is consistent with the literature pertaining to self-control and violence, which establishes a link between aggressive tendencies and self-control (Griege et al., 2012; Nagin & Paternoster, 1993; Netter et al., 1998; Piquero et al., 2005; Vaughn et al., 2007).

RESEARCH IMPLICATIONS

While the findings in this study were promising, the research connecting self-compassion to self-control and violence is mostly theoretical. While hostility is intrinsically connected to violence, people can have hostile feelings without aggressing. Future studies will have to examine the role a lack of self-compassion plays in violence and criminality specifically. One question that seems to arise from these results relates to the different mechanisms as well as brain regions involving self-control and self-compassion as they relate to anger management. This paper theorizes that self-control has more to do with self-regulation and self-compassion to do with perspective. This introduces the potential need for examinations of the different mechanisms involved in abating hostile feelings. Researchers could investigate the neurological structures involved in self-control versus self-compassion during the process of emotional control. Considering there is much overlap between these two areas, these two variables are likely to involve similar networks. Because of this a causal connection may be established between self-control and self-compassion. Perhaps, future study could apply an intervention designed to change one variable and measure if this change creates correlated changes on the other variable.

Further study should also include examination of the extent that self-compassion may predict criminal recidivism. Identification and further description of the relationship between self-compassion and re-offending could inform criminal justice agency intervention practices. A final direction that could be examined relates to the degree to which these variables, self-compassion and self-control, impact participants' response to violent media. A significant amount of research literature suggests a strong connection between exposure to violence and aggression. If these variables diminish changes in aggression associated with exposure to violence then, they will make a useful therapeutic tool.

CLINICAL IMPLICATIONS

While research investigating the use of self-compassion, as an intervention in violence is limited, these findings along with other research studies suggest that integrating self-compassion may have therapeutic value. One program, the compassion workshop, targets increases in self-compassion to reduce violence among perpetrators of domestic violence (Stosny, 1995). Including other types of violent offenders beyond domestic to allow for treatment of self-compassion for a variety of violent behavior. Another potential clinical application might be to incorporate mindfulness based meditation and loving kindness meditation into existing

The Role that Self-Compassion and Self-Control play in Hostility provoked from a Negative Life Event

interventions. Mindfulness-based meditation and loving kindness meditation have been shown to increase self-compassion (Birnie, Speca, & Carlson, 2010; Kuyken et al., 2010; Logie & Frewen, 2014). Development a curriculum that targets increasing the self-compassion of at-risk youths could have positive implications on addressing youth violence. Finally, another application could be to target positive increases in self-compassion in violence prevention and anger management programs.

LIMITATION

This study had many limitations including the use of self-report scales, the inability to link the change in affect directly to the test, the lack of demographic information, and the absence of behavioral data. It is worth noting that changes in state hostility were measured using self-report. Self-report is susceptible to bias and fabrication (Howard & Daily, 1979; Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). While the study's survey did not provide any direct reason for participant false reporting, such a risk is not impossible.

Without observed behavior, a direct causal relationship between the study variables and displays of hostility cannot be defined. In addition, the validity of the independent variables relies on a negative change in self-reported emotional scales temporally associated with the stimulus, the statistics exam. It is beyond the framework of this study to determine if a change of emotions was caused by the stimulus rather than events outside the study. A final limitation of this study involves lack of demographic information. There are potential differences due to culture, race, and ethnicity and self-compassion that are not addressed in this study. These differences may be of significance to the validity of study findings because they may contribute to covert bias, unidentified in the models.

In conclusion, these results suggest that self-compassion shows a moderate, positive relationship with self-control, a strong correlation with state anger prior to, and a strong association with state anger after experiencing an adverse life event. In addition, these findings indicate that a lack of self-compassion and low self-control display a greater propensity to hostile feelings after a subject is exposed to adverse life events. Overall, these results provide strong evidence that self-compassion provides a defense against anger in response to a negative life circumstance.

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Table 1: Means and Standard Deviations for Variables

	Mean	Std. Error
Hostility Scale Time 1		
Self-Control		
Low Self-Control Group	73.22	3.9
Medium Self-Control Group	68.71	4.5
High Self-Control Group	65.14	5.3
Self-Compassion		
Low Self-Compassion Group	82.5	4.3
Medium Self-Compassion Group	66	5.3
High Self-Compassion Group	58.6	4.23
Hostility Time 2		
Self-Control		
Low Self-Control	85	4.75
Medium Self-Control	70.51	5.52
High Self-Control	69.6	6.4
Self-Compassion*Self-Control*Hostility Time 2		
Low Self-Compassion* Low Self-Control	117	7.5
Low Self-Compassion* Medium Self-Control	68.8	10.05
Low Self-Compassion* High Self-Control	82.7	6.57
Medium Self-Compassion*Low Self-Control	70.2	5.57
Medium Self-Compassion*Medium Self-Control	71.71	8.5
Medium Self-Compassion* High Self-Control	66.5	15.89
High Self-Compassion* Low Self-Control	67.6	8.26
High Self-Compassion*Medium Self-Control	71	10.05
High Self-Compassion* High Self-Control	59.67	6

Table 2

	Hostility Pre	Hostility Post	Self-Compassion	Self-Control
Hostility Pre	1			
Hostility Post	.28*	1		
Self-Compassion	-.56**	-.48**	1	
Self-Control	.28*	.33**	-.27*	1

* p< .05 ** p< .01

Innovative Methods of Teaching for Under Graduate Students

Ravi M. Sambrani^{1*}, Sidram B.Y²

ABSTRACT

A study was conducted in the College of Agriculture, UAS, Raichur during the year 2013-14, to know the benefits as expressed by the students about innovative methods of teaching for under graduate B.Sc. (Agri.) students. The 2nd and 3rd year B.Sc. (Agri) students of the college of Agriculture, Raichur constituted the population. From each class sixty students were selected by simple random sampling procedure to form the sample size of 120. Keeping the objectives and review of literature in view an interview schedule was prepared, which was pre-tested and standardized to avoid ambiguity. The study revealed that, Three fifth (60.00%) of the students were native to the rural areas but their mean grade was 7.21 which is less than the mean grade (8.04) of the students from urban area (40.00 %). With respect to innovative methods of teaching, large majority (98.33%) of the students expressed interactive boards are very good innovative teaching tools as it create interest among the learners and teacher followed by discussion method of teaching (95.00%) as it facilitates for horizontal flow of knowledge and exposure visits (90.00%) as it gives clear knowledge about real life situation. The others like, video/audio conferencing, role play and Power Point presentations expressed by 84.17, 82.50 and 80.00 per cent of the students, respectively. Whereas, 63.33, 58.33, 56.67 and 55.83 per cent of students told seminar method, case study method, participatory techniques and demonstrations are the next most important method of teaching, respectively.

Keywords: *Teaching, Innovative method, undergraduates, Agriculture and knowledge.*

Formal Education, in its broadest sense, may be stated as a process designed to inculcate the knowledge, skills and attitudes necessary to enable individuals to cope effectively with their environment. Its primary purpose is to foster and promote the fullest performance in the given task or activities. Students are most essential asset and their academic performance plays an important role in producing the best quality graduates who will become great leader and manpower for the country, thus they all responsible for the country's economic and social development. Academic performance is very much important for the successful development of

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young people in society. The academic performance depends on the teaching in the institute as well as the interest, intelligence, hard work and mental ability of the student. The teaching and the teacher are the most important aspects in the development and performance of the students, teaching makes most effective when teacher uses innovative teaching methods for teaching to making teaching more interesting and creates situation to learn easily. Teaching is creation of situation in which learning takes place effectively, so it is not only important to have the better knowledge and experience about the subject but also requires the usage of suitable teaching method. A good match between students' learning preferences and instructor's teaching style has been demonstrated to have positive effect on student's performance (Harb and El Shaarawi, 2006). Selection of any teaching method is depends on the learner's knowledge and capability, hence many educational institutes using innovative teaching methods so has to facilitate for better learning. There are number of innovative methods using in teaching, but each teaching methods has advantages attached with constraints. Keeping this in view a study was conducted in College of Agriculture, Raichur (Karnataka) with undergraduates to know the innovative teaching methods and their effectiveness.

METHODOLOGY

The study was conducted in the College of Agriculture, Raichur in the year 2013-14. The Ex-post facto research design was employed has the phenomenon has already occurred. All the 2nd and 3rd year B. Sc. (Agri.) students of the College of Agriculture, Raichur constitute the population for the study. From each class (i.e. 2nd and 3rd year B.Sc. (Agri.)) 60 students were selected by employing simple random procedure to form the sample size of 120. Keeping objective in view an interview schedule was prepared and which was pre-tested and standardized to minimize the error. The data were collected by personal interview method. The frequency, percentage and mean were used to analyze and tabulate the collected data.

RESULTS AND DISCUSSION

1. Personal information of the students:

A perusal of Table 1 depicts that, Three fifth (60.00%) of the students were native to the rural areas but their mean grade was 7.21 which is less than the mean grade (8.04) of the students from urban area (40.00 %). The reason might be that the facility and the opportunity for rural students are comparatively less than the urban area students. Pardeep *et al.* (2010) reported that, urban students performed academically better than rural students but general thinking is that rural students should perform better in agriculture.

With regard to type of family, a large majority (81.67 %) of the students belonged to the nuclear family and only 18.33 per cent of the students belonged to joint family, even though large majority students from nuclear family but the performance of the students from joint family is better than the students from nuclear family, the monitoring and support from the elders in the joint family might have contributed for their better performance.

With regard to gender girls (46.67 %) performance (mean grade 7.98) was better than the boys (53.33 %) performance (mean grade 7.55). The plausible reason might be that, boys spend their most of the time for co-curricular and other activities. Ogwen *et al.* (2014) reported that, female students had a slightly higher mean of (48.30) compared to performance of male students which had a mean of (47.65).

2. Parents occupation:

The data presented in the Table 2 reveals that, considerable (43.33 %) per cent of student's parents occupation was farming followed by government employee (36.67 %), business (30.00 %) and private employee (28.33 %). With respect to students academic the performance, whose parents are government servant performed better with mean grade of 8.24 followed by farming (7.31), private employee (7.11) and business (6.74). The reason might be that the government employers are well educated and because of economic stability they can give much attention and monitor their children's education status and can mould as and when required.

3. Overall performance of students:

A glance of results presented in the Table 3 indicated that, a considerable percentage (41.67%) of the students belonged to medium level of performance followed by high (36.67%) and low (21.67%) performance level. The results tending towards medium to high performance, the possible reason might be that the minimum grade for passing is 5.00 so, students has to strive hard to get pass in the B.Sc. (Agri.) courses. The quality of teaching and the facilities available for learning in the institution also contribute the performance of the students.

4. Benefits of innovative methods of teaching as expressed by the students

The data presented in the Table 3 depicts that, large majority (98.33%) of the students expressed interactive boards are very good innovative teaching tools as it create interest among the learners and teacher followed by discussion method of teaching (95.00%) as it facilitates for horizontal flow of knowledge and exposure visits (90.00%) as it gives clear knowledge about real life situation.

The video/audio conferencing (84.17%) teaching method is the next priority method expressed by the students as it gives scope for sharing knowledge and between the institutions and experts from different places while, role play and power point presentations was good expressed by 82.50 and 80.00 per cent of the students as these methods increases the efficiency of the students and usage of picture, graphs, charts give clear understanding of the subject, respectively.

Whereas, 63.33, 58.33, 56.67 and 55.83 per cent of students told seminar method, case study method, participatory techniques and demonstrations are the next most important method of teaching methods as these methods gives deep insight about the subject, motivates students for initiation of action and creates interest, participation make students to remember subject for long period and demonstrations improves the students skills and decision making capacity.

CONCLUSION

The steps of learning are getting the attention, creation of interest, which produces the desire for learning, than stimulates for action at the end satisfaction of learning. To make learning effective it is important to engage maximum senses of learner. The students learn fast and easily by those methods which involves more practical than the theory and also with those methods which creates interest and provides real life situation experiences in learning process. Hence, the innovative teaching methods are very much best suitable for teaching of undergraduate students for teaching and learning process.

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**Table 1: Personal information of the students
n=120**

Sl. No.	Attributes	F	%	Mean Grade
1.	Native:			
	Rural	72	60.00	7.21
	Urban	48	40.00	8.04
2.	Type of family:			
	Nuclear	98	81.67	7.54
	Joint	22	18.33	7.74
3.	Gender:			
	Boys	64	53.33	7.55
	Girls	56	46.67	7.72

F=Frequency %=Percentage

Innovative Methods of Teaching for Under Graduate Students

Table 2: Parents occupation
n=120

Sl. No.	Occupation	F	%	Mean Grade
1.	Farming	52	43.33	7.31
2.	Government employee	44	36.67	8.24
3.	Business	36	30.00	6.78
4.	Private employee	34	28.33	7.11

* Multiple responses may occur

F=Frequency

%=Percentage

Table 3: Benefits of innovative methods of teaching as expressed by the students

n=120

Sl. No.	Innovative teaching methods	Benefits	F	%
1.	Interactive board	Create interest among the learners and teacher	118	98.33
2.	Power point presentation	Usage of picture, graphs, charts give clear understanding of the subject	96	80.00
3.	Discussion method	Facilitates for horizontal flow of knowledge	114	95.00
4.	Participatory techniques	Participation make students to remember subject for long period	68	56.67
5.	Seminars in the class	Gives deep insight about the subject	76	63.33
6.	Case methods	Motivates students for initiation of action and creates interest	70	58.33
7.	Exposure visits	Gives clear knowledge about real life situation	108	90.00
8.	Result and method demonstrations	Demonstrations improves the students skills and decision making capacity	67	55.83
9.	Role play	Increases the efficiency of the students	99	82.50
10.	Video/audio conferencing	Gives the scope for students to share knowledge between the institutions and experts from different places	101	84.17

* Multiple responses may occur

F=Frequency

%=Percentage

Exploring the Effect of Songs of Various Genres on Young Adults' Thoughts, Feelings and Actions

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ABSTRACT

The purpose of this study was to find out whether songs (with lyrics) of various genres had any effect on the thoughts (cognitive), feelings (affective) and actions (conative) of young adults with varied personality traits. This study further examined which personality factor was more associated with thoughts, feelings and action tendencies generated through songs of various genres. A sample of 60 young adults (30 boys and 30 girls) of age group 18-27 years, pursuing graduation and post-graduation degrees from Amity University, Lucknow campus were selected. Tools used were Big Five Inventory (by John & Srivastava) and a 4-point Cognitive, Affective and Conative (CAC) scale (developed by Authors). Findings provide insights about the significance of music as media in day-to-day lives of young adults, particularly on their cognition and the amount of affect based on their personality factors. The time phrase i.e. young adulthood, what has been called the most crucial age, needs to be exposed to such music which does not only prove to be a source for chills and enjoyment but also which fosters its well-being.

Keywords: *Personality; Music Genres; Thoughts; Feelings; Actions.*

Music is an inevitable part of everyone's life right from his/her childhood. Zentner and Eerola (2010) found that infants as young as five months old respond rhythmically to music and seem to find it more interesting than speech. Everyone feels the chills of music at least at some part of his/her life. Young adults, nowadays, more than any other age groups are exposed to various genres of music ranging from The Beatles, Pink Floyd, Eminem, Metallica to Bollywood Item Numbers as well as Sufi and Romantic pieces. Listening to music sometimes makes a person leave his seat and shake a leg whereas, some music pieces make someone cry his heart out. Some music pieces provide solace and an aura of transcendence whereas, some music pieces makes people gushy, happy and think about their romantic partners. Not everyone perceives a musical piece in the same way. A song may evoke a negative feeling in an individual whereas in some other individual it may evoke a happy feeling.

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Exploring the Effect of Songs of Various Genres on Young Adults' Thoughts, Feelings and Actions

According to the General Aggression Model (Bushman & Anderson, 2002), exposure to violent media (including song lyrics) leads to the activation of various internal states such as affect, cognition, physiological or cognitive arousal in an individual that led him/her to respond in an aggressive way. Song lyrics have the ability to influence behaviour and it was found out that male customers, and not female, exposed to romantic songs that were played in a flower shop spent more money on purchase rather when no music/romantic music were played (Jacob, Gueguen, Boulbry, & Sami, 2009). The similar effects were found when people were exposed to songs having aggressive lyrics rather than neutral ones. On listening to these music pieces, aggressive behaviour, thoughts and feelings increased in the participants (Fischer & Greitemeyer, 2006).

Music and actions are two simultaneous paradigms and it has been found out that music influences certain 'action tendencies' like helping other people, to buy certain products (Hargreaves & North, 2010). Throughout history, music was composed to inspire people into specific action - to march, dance, sing or fight. Consequently, heightening the emotions in all these events. In fact, many people report being unable to sit still when certain rhythms are played, in some cases even engaging in subliminal actions when physical manifestations should be suppressed. Examples of this can be seen in young children's spontaneous outbursts into motion upon hearing music, or exuberant expressions shown at concerts (Sloboda & Juslin, 2001).

Emotions are relatively brief, intense and rapidly changing reactions to potentially important events in the external/internal environment which involves a number of subcomponents (cognitive changes, subjective feelings, and expressive behaviour and action tendencies) that are more or less 'synchronized' during an emotional episode (Sloboda, 2011). Music listening often gives rise to expressive behaviour like crying, smiling, laughing and furrowing the eyebrows. Among all these, crying is the most common one, which is expressed after few seconds of listening to the music (Frey, 1985).

The emotions elicited by listening to different types of music seem to be affected by factors such as personality and previous musical training. People with the personality type of agreeableness have been found to have higher emotional responses to music in general. Stronger sad feelings have also associated with people with personality types of agreeableness and neuroticism (Rentfrow & Gosling, 2007). Women in comparison to men are more likely to respond to music emotionally (Chamorro-Premuzic et al., 2009). Furthermore, females prefer popular music more than males (Rawlings & Ciancarelli, 1997). In a study of personality and gender in preference for exaggerated bass in music, researchers found that males demonstrated more of a preference for bass music than females. This preference for bass music is also correlated with antisocial and borderline personalities (McCown et al., 1997).

Juslin and Sloboda (2001) conducted a study in New York to find an answer to a pervasive belief that music can, at times, actually produce emotion in listeners. The distinction between production and perception is related to the distinction between cognitivism and emotivism proposed by philosophers in their analysis of emotion in music (e.g. Kivy, 1989). Whereas, 'emotivists' hold that music elicits real emotional responses in listeners, 'cognitivists' argue that music simply expresses or represents emotions. They formalized that music produces emotional effects in the listener that go beyond the cognitive inference of what the music can be said to express.

Peter Rentfrow, an assistant professor at the University of Cambridge, also thought that personality has much to do with music preferences. In a 2003 study called "The Do Re Mi's of Everyday Life: The Structure and Personality Correlates of Music Preferences," he and Sam Gosling, a professor at the University of Texas at Austin, came up with four categories for music. These are Reflexive and Complex (blues/classical/folk/jazz), Energetic and Rhythmic (hip hop/dance), Upbeat and Conventional (religious/country/pop), and Intense and Rebellious (heavy metal/rock/alternative rock). They found that those who fell into one group over another had a few common characteristics. (a) Energetic and Rhythmic: confident, liberal-minded, gregarious, athletic, feels attractive; (b) Upbeat and Conventional: trusting, hardworking, feels attractive, helpful, and politically conservative; (c) Reflexive and Complex: open-minded, politically liberal, creative, intelligent, tolerant, enjoys aesthetic experiences; and (d) Intense and Rebellious: athletic, energetic, adventurous, intelligent, and inquisitive.

Chamorro-Premuzic and Furnham (2007) conducted a study on personality and uses of music using structural equation modelling. Responses from 227 Malaysian students to questionnaires showed that in line with hypotheses, individuals higher in Neuroticism were more likely to use music for emotional regulation; Extraversion positively predicted uses of music as background or for distraction and Openness to Experience predicted cognitive use of music. However, contrary to the target paper, Conscientiousness did not predict use of music for emotional regulation and extraversion was positively linked with that use of music. Results were discussed in terms of generalizability of previous findings on the Big Five as determinants of music.

Therefore, concluding from all the reviews of literature it was found out that people with personality type of agreeableness and neuroticism responded to music with higher emotional responses in general. People with Extraversion has a positive approach towards the use of music and people with Openness to Experience used music more cognitively. The studies are conducted on various parts of the world but not on an Indian population. Moreover, there is no correlation found between the genres and the personality types. Indian sample being culturally rich and musically sound, would serve as the new outlook towards the perception of music. People with different types of personality traits might not perceive music in the same way as the people of the other country does.

Viewed against this backdrop, it has been hypothesized that music lyrics of various genres evoke certain thoughts, feeling and actions in its listeners; personality factors of listeners correlate with the amount of thoughts, feelings and action tendencies generated through music lyrics; and differences in ratings of thoughts, feelings and actions exist in terms of demographics (e.g., age, gender, level of education, etc.).

METHOD

Respondents

A sample of 60 young adults (30 boys and 30 girls) pursuing various degrees at both graduation and post-graduation levels from Amity University, Lucknow Campus had taken part in the survey. A pilot study on 28 participants was carried out before the finalisation of the rating scale. All the participants were of the age group 18-27 years ($M=20.42$ yrs; $SD=2.12$). The sample was drawn using Snowball Sampling Technique.

Tools

1. Big Five Inventory – John, O.P., & Srivastava, S. (1999) constructed this 44 item inventory that measures an individual on the Big Five Factors (dimensions), namely, Openness to Experience; Conscientiousness; Extraversion; Agreeableness and Neuroticism of personality (Goldberg, 1993). Each of the factors is then further divided into personality facets. The reliability of the Inventory is 0.75 and the validity is convergent and quite high.

2. CAC Scale – This scale was constructed by authors to measure the Cognitive, Affective and Conative perceptions after listening to music pieces. Responses were initially recorded from the sample in the pilot study and based on those responses, the final rating sheet was constructed which is a 4-pointer scale.

Procedure

28 people participated in this study as a pilot group and they were made to listen to 20 songs (4 songs each from 5 genres) for a minute per song and were asked about the various thoughts, feelings and actions that were evoked on listening to these songs. These 5 genres were chosen among various other genres because of the practicability and feasibility issues and the genres were chosen by a panel of experts who have a rich taste of music. The researcher noted down all the responses that were given by them and based on the most popular responses a final rating sheet was constructed to measure the thoughts, feelings and actions after listening to the music pieces of varied genres.

Answers that were to be given by the respondents for the final study had to be rated according to the four pointer rating scale where, 1 = Not at All; 2 = somewhat; 3 = Much; 4 = Very Much. Before answering to the rating sheets, the 60 respondents of the final study had to fill in their demographic details, which included their age, gender, ethnic background, educational qualification, occupational status and music background. For assessing their personality, the 44-item Big Five Inventory was used. The participants were asked to fill in the demographic details

and the big five inventory first and then were presented with chits, which contained the serial number of a specific genre.

The various genres were numbered in the following way: G1 = Item Songs; G2 = Romantic genre; G3 = Rap/Outrageous; G4 = Sufi Genre; and G5 = Value-based Songs. Set Randomization method within the genres was used to nullify the practice effect and according to the order of the chits, songs for each genre were presented to them. Each song was played for a minute and they were asked to rate the thoughts, feelings and actions that were evoked on listening to that particular piece. Each participant had to rate 20 songs and they could leave their feedback (if they wished to) at the end of the survey.

RESULTS

On an average, 25.44% respondents were found above 75th percentile who rated high on all three categories namely thought, feelings, and action after listening to songs from various music genres. Particularly for the genre 'Item', 31.67% respondents rated the highest for feelings and only 13.33% respondents rated the least for thoughts.

Table 1: Preference ratings for thoughts, feelings and actions evoked from various genres

Music Genres		Perceived ratings		
		N	M	SD
G1	T	60	63.98	17.59
	F	60	50.90	9.52
	A	60	60.63	15.65
G2	T	60	74.56	18.57
	F	60	65.03	12.97
	A	60	62.63	15.21
G3	T	60	65.08	15.96
	F	60	47.65	7.79
	A	60	60.97	10.84
G4	T	60	63.73	14.35
	F	60	58.01	10.23
	A	60	53.27	9.94
G5	T	60	51.77	13.58
	F	60	52.75	10.98
	A	60	48.88	8.86

Table 1 lists ratings for different thoughts, feelings, and actions (4 = 'very much') evoked by various music genres. Ratings for thoughts evoked by genre 'Romantic' was the highest (M=74.56, SD=18.57) which is followed by 'Rap', 'Item' and 'Sufi' genres. Feelings were evoked maximally (M=65.03, SD=12.97) by the genre 'Romantic' and then by 'Sufi' genre

Exploring the Effect of Songs of Various Genres on Young Adults' Thoughts, Feelings and Actions

($M=58.01$, $SD=10.23$). As far as actions are concerned, genres namely 'Romantic', 'Rap/Outrageous', and 'Item' were respectively found more action evoking.

Table 2 indicates significant gender difference in terms of thoughts $\{t(58) = -2.545, p < .014\}$ evoked by Rap/Outrageous songs and feelings $\{t(58) = 2.908, p < .005\}$ evoked by Value based songs. Moreover, from the table 2, it can be interpreted that Romantic songs evoked more amount of thoughts ($M=79.03$, $SD=16.64$), feelings ($M=67.33$, $SD=12.11$) and actions ($M=64.83$, $SD=13.44$); whereas, Rap/Outrageous as well as Sufi songs evoked more amount of thoughts ($M=70.10$, $SD=17.32$; $M=66.03$, $SD=13.22$) in girls respectively. However, Value based songs produced more feelings ($M=56.63$, $SD=12.81$) in boys as compared to girls.

Table 2: Means of thoughts, feelings and actions of each genre across genders.

Genre wise Thoughts, Feelings, and Actions	Gender					
	Boys		Girls		<i>T</i>	<i>P</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
G1_T	64.13	20.21	63.83	14.87	.065	.948
G1_F	51.67	11.26	50.13	7.50	.620	.537
G1_A	60.90	19.01	60.37	11.68	.131	.896
G2_T	70.10	19.58	79.03	16.64	-1.904	.062
G2_F	62.73	13.59	67.33	12.11	-1.384	.172
G2_A	60.43	16.74	64.83	13.44	-1.123	.266
G3_T	60.07	12.91	70.10	17.32	-2.545	.014**
G3_F	48.83	10.12	46.47	4.26	1.181	.243
G3_A	60.67	11.93	61.27	9.83	-.213	.832
G4_T	61.43	15.27	66.03	13.22	-1.247	.217
G4_F	58.63	11.58	57.40	8.81	.464	.644
G4_A	53.63	10.18	52.90	9.85	.283	.778
G5_T	50.57	14.88	52.97	12.27	-.681	.498
G5_F	56.63	12.81	48.87	7.05	2.908	.005**
G5_A	50.03	9.36	47.73	8.33	1.006	.319

* $p < .05$, ** $p < .01$

Mean differences in terms of levels of education (UG/PG and Intermediate) are significant for all three categories namely thoughts $\{t(58) = -3.33, p < .002\}$; $t(58) = -2.32, p < .024\}$, feelings $\{t(58) = -2.54, p < .014\}$; $t(58) = -2.94, p < .005\}$ and actions $\{t(58) = -2.87, p < .006\}$; $t(58) = -3.34, p < .001\}$ for genres Item and Rap/Outrageous respectively. (Table 3)

However, for genre Romantic, mean differences are significant only for thoughts $\{t(58) = -2.55, p < .013\}$ and actions $\{t(58) = -2.69, p < .009\}$. Moreover, across all music genres, except thoughts produced by Value based songs, it is apparent that Intermediate passed students perceived more

Exploring the Effect of Songs of Various Genres on Young Adults' Thoughts, Feelings and Actions

thoughts, feelings and actions than UG/PG students after listening to songs of different genres. (Table 3)

Table 3: Showing the mean of thoughts, feelings and actions of each genre across level of education (UG – $n_1=21$; PG – $n_2=38$).

Genre wise Thoughts, Feelings, and Actions	Level of Education					
	UG/PG		Intermediate		<i>t</i>	<i>p</i>
	M	SD	M	SD		
G1_T	54.24	12.43	68.97	18.01	-3.33	.002**
G1_F	46.67	6.67	52.92	10.11	-2.54	.014**
G1_A	52.95	8.63	64.47	17.18	-2.87	.006**
G2_T	66.52	18.54	78.95	17.54	-2.55	.013**
G2_F	61.90	13.33	66.29	12.51	-1.26	.213
G2_A	55.57	10.51	66.13	16.19	-2.69	.009**
G3_T	58.71	11.99	68.50	17.13	-2.32	.024*
G3_F	43.81	5.66	49.71	8.16	-2.94	.005**
G3_A	54.95	8.22	64.05	10.88	-3.34	.001**
G4_T	59.38	12.98	66.05	14.86	-1.72	.090
G4_F	54.52	8.74	59.71	10.65	-1.90	.062
G4_A	50.09	9.09	54.63	9.97	-1.73	.090
G5_T	53.76	13.62	50.47	13.72	.88	.381
G5_F	51.28	9.88	53.53	11.73	-.74	.461
G5_A	47.38	9.95	49.74	8.34	-.92	.363

* $p < .05$, ** $p < .01$

Thoughts evoked by Items songs were positively correlated with 'extraversion' personality factor, $r(60) = .298$, $p < .021$. Thoughts ($r(60) = .282$, $p < .029$) and feelings ($r(60) = .341$, $p < .008$) perceived while listening to Romantic songs were positively correlated with 'neuroticism', whereas, thoughts ($r(60) = -.302$, $p < .019$) and feelings ($r(60) = -.289$, $p < .025$) produced from Romantic songs were negatively correlated with 'conscientiousness.' (Table 4)

'Openness' and 'extraversion' were positively correlated with thoughts { $r(60) = .328$, $p < .011$, $r(60) = .415$, $p < .001$ } and feelings { $r(60) = .289$, $p < .025$, $r(60) = .362$, $p < .004$ } rated for genre 'Rap/Outrageous' respectively, while, 'conscientiousness' was negative correlated with thoughts, $r(60) = -.289$, $p < .025$, and actions, $r(60) = -.288$, $p < .026$. (Table 4)

Table 4: Correlations between of thoughts, feelings and actions evoked by songs of various genres with five personality factors (N=60)

		Openness	Extraversion	Agreeableness	Conscientiousness	Neuroticism
	r	.038	.298*	-.095	-.228	.042
G1_T	p	.771	.021	.472	.079	.749
	r	.126	.235	-.252	-.243	-.040
G1_F	p	.336	.071	.052	.062	.763
	r	.014	.230	-.181	-.253	.151
G1_A	p	.913	.078	.166	.051	.250
	r	.205	.043	.032	-.302*	.282*
G2_T	p	.116	.743	.810	.019	.029
	r	.170	-.053	-.109	-.289*	.253
G2_F	p	.194	.686	.408	.025	.051
	r	.116	-.038	-.066	-.251	.341**
G2_A	p	.377	.774	.616	.053	.008
	r	.328*	.415**	.193	-.009	.038
G3_T	p	.011	.001	.139	.943	.771
	r	.069	.134	-.232	-.289*	.154
G3_F	p	.602	.308	.075	.025	.241
	r	.289*	.362**	-.094	-.288*	.170
G3_A	p	.025	.004	.475	.026	.193
	r	.200	-.079	.039	-.250	.335**
G4_T	p	.126	.548	.765	.054	.009
	r	.195	-.124	-.128	-.361**	.207
G4_F	p	.135	.345	.331	.005	.113
	r	.118	-.079	-.017	-.122	.218
G4_A	p	.367	.550	.900	.351	.095
	r	.076	.040	.072	.189	.018
G5_T	p	.566	.760	.585	.147	.893
	r	-.155	-.134	-.276*	-.007	.110
G5_F	p	.236	.309	.033	.956	.401
	r	-.035	.084	.011	.130	-.012
G5_A	p	.788	.525	.936	.323	.929

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Feelings, $r(60) = -.361$, $p < .005$, evoked by Sufi songs were negatively correlated with 'conscientiousness' whereas thoughts, $r(60) = .335$, $p < .009$, were positively correlated with 'neuroticism.' As far as Value based songs were concerned, feelings, $r(60) = -.276$, $p < .033$, generated were negatively correlated with 'agreeableness.' (Table 4)

DISCUSSION

Present study explored the effect of songs (with lyrics) from various music genres on young adults' thoughts, feelings, and actions irrespective of their gender and their levels of education and the ratings on these three variables. It further examined the correlations of personality factors with thoughts, feelings, and actions across music genres.

Results indicated that, in general, each and every song representing any of the genres taken up in this study evoked significant amount of thoughts, feelings, and action in its listeners. Particularly, Romantic songs were found the most significant genre which evoked maximum thoughts, feelings, and action tendencies. It can be derived that Romantic genre cuts across all as the mean of thoughts, feelings and actions and the variability of scores were the highest for this genre. It is evident that young adults, of today, get easily connected to this genre.

Talking about the gender differences, it was found that except feelings (generated through Value based songs which is more in boys as per their Mean), the amount of thoughts, feelings and action tendencies perceived for Romantic songs and amount of thoughts reported for genres namely Rap/Outrageous and Sufi were higher (referring Mean values) in girls respondents in comparison to boys. Across, all the genres it could be seen that girls experienced a greater cognitive and conative impact as compared to boys on being exposed to various genres of music. This may be because women are more likely to respond to music emotionally and on being exposed to different types of songs, there was an instant evocation of thoughts which led to experience of certain emotions (Chamorro-Premuzic, 2009).

Across all music genres, except thoughts produced by Value based songs, it is apparent that Intermediate passed students perceived more thoughts, feelings and actions than UG/PG students after listening to songs of different genres. It can be inferred that different music genres had greater impact on the respondents who had just completed their intermediate degrees rather than those who completed their graduate and post-graduate degrees.

Thoughts evoked by Items songs were positively correlated with 'extraversion' personality factor. This genre has fast rhythm and pace and therefore, people who are energetic and enthusiastic enjoyed this Genre the most (Rentfrow & Gosling, 2007).

Thoughts and feelings perceived while listening to Romantic songs were positively correlated with 'neuroticism', whereas, thoughts produced from Romantic songs were negatively correlated with 'conscientiousness.' Research suggest that people who are shy, moody and have low cortical level easily got affected and experienced elevated emotions and thoughts on hearing romantic pieces as the people who are high on neuroticism uses music for emotional regulation whereas, Conscientiousness did not predict use of music for emotional regulation (Chamorro-Premuzic & Furnham, 2007).

'Openness' and 'extraversion' were positively correlated with thoughts and feelings rated for genre 'Rap/Outrageous' respectively, while, 'conscientiousness' was negative correlated with thoughts and actions. The extraverts usually have a preference for energetic and rhythmic music as they are extremely confident, bold and attractive in nature and the people who are high on openness to experiences prefer music that are reflexive and complex because they are open-minded, politically liberal, creative, intelligent, tolerant and enjoys aesthetic experiences. However, people who are upbeat and conventional (high on conscientiousness) are politically more conservative and do not enjoy songs that are against the society or norms (Rentfrow & Gosling, 2003).

Feelings evoked by Sufi songs were negatively correlated with 'conscientiousness' whereas thoughts were positively correlated with 'neuroticism.' As far as Value based songs were concerned, feelings generated were negatively correlated with 'agreeableness.' The Sufi songs have an emotional connect with the listeners because of its soulful rhythm and music and therefore, neurotics, as previously specified, uses music for emotional regulation. These songs also outlines around the religious duties of mankind and therefore, it becomes easier for the people who are high on conscientiousness to connect to it.

People who are high on agreeableness usually have higher emotional responses to music provided they have previous musical training. Therefore, they couldn't connect to these types of songs because the young adults, nowadays, are not exposed to these songs and it was extremely unconventional for them (Robazza et al., 1994).

CONCLUSION

This study provides insights about the significance of music as media in day-to-day lives of young adults, particularly on their cognition and the amount of affect based on their personality factors. The time phrase [young adulthood] embraces what has been called the most crucial age which range for the creation of a distinctive and self-conscious generation (Jennings & Niemi, 1981), needs to be exposed to such music which not only proves to be a source of chills and enjoyment but also which may foster well-being.

Due to paucity of time, the sample size was restricted to only 60 participants only. The paper was also limited to only finding out the impact of various music genres on the thoughts, feelings and actions of the young adults. The dominant thought, feeling or action for each genre could not be derived. The research was done using only five genres out of various music genres due to time constraints. Including many other genres might throw light on a different dimension altogether. Whether previous music training had any significant contribution in evoking thoughts, feelings and actions also could not be studied.

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Constructivism Learning: A Way to Make Knowledge Construction

Rani Pundir^{1*}, Ajay Surana²

ABSTRACT

Constructivism is an epistemological view of knowledge acquisition which emphasize on the active role of the learners in the construction of knowledge and interpretation of reality. This paper describes about the constructivist teaching learning process on the way to construction of understanding. It demonstrates how learners construct their own knowledge and making sense of information in a constructivist classroom. It also pays focus on the importance of constructivist teaching methods and the teaching-learning environment of constructivist classroom with the changing roles of students and teachers in the class room.

Keywords: *Constructivism Learning, Construction, Knowledge, Learners.*

The field of education has undergone a significant shift in thinking about the nature of human learning and the conditions that best promote the varied dimensions of human learning. Certainly one of the most influential views of learning during the last two decades of the 20th century is the perspective known as constructivism.

In the view of constructivists, pupils should no longer be passive recipients of knowledge supplied by teachers and teachers should no longer be purveyors of knowledge and classroom managers. The role of the learner is conceived as one of building and transforming knowledge. For the learner to construct meaning, he must actively strive to make sense of new experiences and in so doing must relate it to what is already known or believed about the topic. Student develop knowledge through an active construction process, not through the passive reception of information. **NCF, 2005** favours the role of student as an active constructor of knowledge, teacher's role as a facilitator, guide and classroom as an atmosphere for active exploration and further states that the teaching and assessment methods should be constructive.

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CONSTRUCTIVISM VIEW OF LEARNING:

Constructivism, “a in contemporary psychology, epistemology, and education” (von glaserfeld, 1997, p.204), is a broad term used by philosophers. Curriculum designers, psychologists, educators, and others. Most people who use the term emphasize “the learner’s contribution to meaning and learning through both in individual and social activity” (Bruning, Schraw, & Ronning 1999, p.215). Constructivist perspectives are grounded in the research of Piaget, Vigotsky, the gestalt psychologists, Bartlett, and Bruner as well as the educational philosophy of John Dewey, to maintain just a few intellectual roots.

“Constructivism view that emphasizes the active role of the learners in building understanding and making sense of information.” (woolfolk, A.2007).

Although constructivism embraces many theoretical perspectives on learning and does not itself suggest particular pedagogy. The view takes learner agency as a given and has spawned a wide range of pedagogic strategies by which learners can be encouraged and enabled to select and transform information, construct their own hypotheses and can be active in their own learning.

This approach to learning impacts strongly on view of the teacher’s role. By emphasizing the interaction between the learners and the activity, the focus moves away from teacher and the content to learning mechanisms and learners cognitive processes. From a constructivist perspective, teachers need to adopt the role of facilitator. In order for the child to successfully learn new science ideas. It is necessary to bring to light their already existing ideas about natural phenomena. This information provides the teacher with an understanding of ways in which the old ideas may interfere with the present interactions.

“I hear and I forget. I see and I remember. I do and I understand.”- Confucius. These words of Confucius clearly states what constructivism means. In content to the transmission of knowledge model of teaching. Newer understanding of how people learn present a conception of teaching that focuses on developing ‘thinking’ students who understand and can use what they learn. This conception is termed “constructivism” because it sees learning as a dynamic internal process in which learner actively “construct” knowledge by connecting new information transferred to them from external sources. Constructivism means is a learner constructs her own understanding of a concept/knowledge. This conception is termed "constructivist", constructivist approach says that knowledge is constructed from a base of previous knowledge, experiences and exploration related to that concept/knowledge. Children are not a blank slate and knowledge cannot be imparted without the child making sense of it according to his or her current conceptions so give them several opportunities to solve a wide variety of concrete and abstract problems related to the concept/knowledge. Working out for her each problem can be dealt with; such thinking would be done individually or in groups, because learners are the builders and creators of meaning and knowledge.

Constructivism Learning: A Way to Make Knowledge Construction

The term refers to the idea that individuals. Through their interaction with the environment construct their own knowledge and meaning. It has a metaphorical reference to construction, meaning there by that human beings are builders, shapers and designers who have been creating artifacts from simple pots to skyscrapers. The constructivist paradigm as advocated by Piaget and Bruner, stresses that whatever gets into the mind has to be constructed by the individual through knowledge discovery. Thus learning is an interaction between the learner and the learning environment. During this interaction, prior knowledge is used as a basis to interpret and construct new understanding.

BASIC ASSUMPTIONS OF CONSTRUCTIVISM:

- Knowledge is actively constructed by the learner, not passively received from the environment.
- Much human activity is devoted to ordering process the organizational patterning of experience.
- The organization of personal activity is fundamentally a self-reliant one.
- Individuals cannot to understand apart from their organic embeddedness in social and symbolic systems.
- All of his active, meaningful and socially embossed self-organization reflects an ongoing development flow in which dynamic dialectical tensions are essential.

TEACHING – LEARNING ENVIRONMENT OF CONSTRUCTIVIST CLASSROOM:

A Constructivist classroom obviously operates in the backdrop of constructivist learning environments and key principles of constructivism. In the constructivist classroom focus tends to shift from the teacher to the student. The constructivist teacher sets up problems and monitors student exploration, guides the direction of student enquiry, and promotes new patterns of thinking. Brooks and Brooks (1993) States that a constructivist classroom should bear the following characteristics:

- Student's autonomy and initiative are accepted and encouraged.
 - The teacher asks open-ended questions and allows wait time for responses.
 - Higher level thinking is encouraged.
 - Students are engaged in dialogue with the teacher and with each other.
 - Students are engaged in experiences that challenge hypotheses and encouraged discussion.
 - Students are construct understanding around core concepts and big ideas.
 - Students construct meaning through interaction with others, with materials and by observation and
- The constructivist learning is the present need. We need our pupils to become active and independent learners and discover of the knowledge instead of remaining passive listeners in the classroom. There are many approaches which can be used as a constructivist approach some of them are:
- Concept mapping
 - Problem solving
 - Investigatory approach
 - Social inquiry approach

Constructivism Learning: A Way to Make Knowledge Construction

Before teachers apply above mentioned approach in the classroom, they must ensure that these should not be grafted on traditional methods of teaching, these need a change in the culture a set of norms, attitudes, beliefs and practices that constitute constructivist culture.

KNOWLEDGE CONSTRUCTION

Students are not blank slates upon which knowledge is etched. They come to learning situations with already formulated knowledge, ideas, and understandings. This previous knowledge is the raw material for the new knowledge they will create. Knowledge as constructivist believed is situated in the real world. Constructivists argue that knowledge is constructed by learners and that any account of knowledge makes essential references to cognitive structures. Knowledge comprises active systems of intentional mental representations derived from learning experiences. Each learner interprets experiences and information in the light of their present knowledge, learners use these factors to organize their experience and to select, transform new information. It recognizes the construction of new understanding as a combination of prior learning, new information and readiness to learn. Learners make choices about new ideas to accept and how to fit them into their established views of the world. *Immanuel Kant elaborates* this idea by asserting that human beings are not passive recipients of information. Learners actively take knowledge, connect it to previously assimilated knowledge and make it their own interpretation (*cheek, 1992*).

CONCLUSION:

The constructivist view of the world gives new status to the learner as the dynamic constructor within the learning activity instead of being the passive respondent to externally determined world of learning. Constructivism provides students to observe and inquire the firsthand information and then an opportunity to reflect upon it. This understanding calls for changes in the process, contexts, and content of teacher education – changes guided by constructivist pedagogy that educate teachers to be learners themselves. Hence constructivism as a teaching theory has important meanings for education of the future generations that focuses on improving students' comprehensive quality.

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Health and Nutritional Status of Orphan Children's Living in Orphanages with Special Reference to District Anantnag of Jammu and Kashmir

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ABSTRACT

The practice of placing deprived children having least or no emotional and material resources, in orphanages has since long been prevailing in socio -economically poor Asian countries. A sample of 30 children residing in orphanage in district Anantnag in the age group of 13-18 years was selected for the present study. Most of the children were found socially and psychologically disturbed. As per Indian Academy Paediatrics (IAP) classification with respect to weight for age the condition was not bad that as approximately 67% percent of the children were found to be normal. In the same way height for age as per Waterloo's classification shown that more than half of the children were normal. On clinical examination approximately 47% of children were normal, while as rest were suffering from depigmentation of hair, moon face, xerosis of skin cheilosis, magenta tongue, spongy bleeding gums, oedema, conjunctival xerosis, and mottled dental enamel. The findings indicated that nutritional intake was deficient for all nutrients when compared to, Recommended Daily Allowances Chart (RDA) for all age groups which may be linked to poor planning of menus in orphanages.

Keywords: *Orphanage, Orphans, Nutritional Status, Nutritional Intake.*

As a result of long term chronic violence in Kashmir, A study conducted by save the children organization in December, 2006 about 120,000 children is orphans in Jammu and Kashmir in which most of them are institutionalized. In the report of the United Nations General Assembly (2010), it was mentioned that UNICEF (United Nations Children's Fund) estimates that there are about 1 million orphans in Kashmir. According to a report, titled "Ignored orphans of Jammu and Kashmir", published in Kashmir Watch under the Human Rights section in its December, 2011 issue, the number of orphans in the state is around 600,000 children. The children who have lost their parents are most vulnerable, because they do not have the emotional and physical

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Health and Nutritional Status of Orphan Children's Living in Orphanages with Special Reference to District Anantnag of Jammu And Kashmir

maturity to address their psychological disturbance connected with parental loss. In the society, orphan children can be considered to be at more risk than average children (Subbarao and Coury, 2004). An orphanage is an institution devoted to the care and rearing of children who have lost their parents. Traditionally, such institutions were quite prevalent in Western societies in the past. More than 60 years of research provides persuasive evidence that the type of institutional care provided in western countries has a unfavourable effect on behavioural, emotional cognition, and social development of children. But in some poor countries it has been observed that the children in orphanages have improved chances of cognitive development, when the children were confident to participate along with the staff in the decisions that influenced them in the institutions. It is possible that when professional skills are fuelled by education and understanding, orphanages can provide a caring social environment that offers a close and stable relationship between members. With regards to rising up in an orphanage, modern studies from Africa suggest that the children who develop into adults in orphanages have remarkably well long term like adaptations. Most recent studies on children in conflict zones have stressed that children can survive shocking situations if they feel cared for. While they may provide some of the nurture, typical institutions do not provide the holistic care that children are entitled to for all round development. Recent researches has shown that children in institutions be deficient in basic and traditionally accepted social and cultural skills to work in their societies. Orphanages have inferior levels of educational attainment; have problems adjusting to independence after separation the orphanage, be deficient in basic living skills; have more difficulties with relationship, be short of parental skills and some of them often have a misplaced sense of entitlement without a parallel sense of responsibility (Powell 1999 ; Wright 1999). Children raised in institutions struggle to be accepted or fit into traditional rituals and ceremonies as well as contracts and alliance arrangements Most general problems faced by orphans include loss of home, social downfall, child labours and drug abuse. High dropout rate from school, lack of health care and problems with immunization,

It has been seen through world that each person, each family, each organization recognizes the need and care for looking after its children. Particularly orphans, destitute or abandoned children who are looked after mainly through child care institution run by government and non - government organization and in some cases through fosters families. There has been shown differences in health and nutrition related after the independence number of schemes for welfare of orphan and destitute children the government of India has launched, Such as "Scheme for welfare of orphan and impoverished children" The motive of this program is to prevent impoverishment of orphan children's. Under this provision the destitute and orphan children are provided shelter, in order to provide good healthy atmosphere and good nutrition. The present study is an attempt to generate relevant information and data on health and nutritional status of impoverished children living in Anantnag Distract in Jammu and Kashmir.

REVIEW OF LITERATURE

Van Den et. al.(2010). reveals that the influence of pre-adoption foster against institutional rearing seems more pronounced for cognitive and motor development than for physical development and hormonal stress regulation. They recommend that pre-adoption foster care is less detrimental to children's cognitive and motor development than institutional rearing. **Sadik (2010).** in his study found that low intake of both macro and micronutrients except protein by orphanage children in Ghana. Nutritional status indicated that 10% and 15% of the children were severely stunted and wasted respectively. A study conducted by **Peace et.al. (1989)** does not support the hypothesis that institutional care is analytically connected with poorer wellbeing than community care for OAC aged 6–12 in those countries facing the greatest OAC burden. Much greater variability among children within care settings was observed than among non care settings type. **Case et al (2002)** reports reveals that most orphans are placed both in extended families or in fostering households. So far this common arrangement, creditable as it is, may come at the cost of utilization shock to households who have taken in orphans. If the households that have absorbed orphans are already poor may translate itself into deeper poverty. **UNICEF study by Deininger et al (2003)** reports that orphans are more likely to be underdeveloped in their growth and less likely to be enrolled in school than children living with both parents. Poor nutrition and incomplete access to health services put orphans at increased risk of starvation, illness and death. Without fostering from a loving parent or guardian, children's emotional development may be shortened as well. **Bicego et al. (2003)** in their study finds that full orphans were particularly deprived and loss of a mother was more detrimental for schooling than loss of a father. The disadvantage was more pronounced for primary education than secondary education.

METHODOLOGY

Objectives

1. To analyse the nutritional status of the orphan children living in orphan institution of Anantnag City
2. To find relevant information and data on health status of children living in orphanages
3. To contrast the nutritional status of orphans with standard growth chart and Recommended Daily Allowances Chart (RDA)

The present study has been conducted to assess the Health and Nutritional Status of Institutionalized Orphan children's in the Age Group of 13-18 years in Anantnag District of J&K State. The study was carried out on 30 children's in one orphanage and the orphanage was selected through purposive sampling.

For present study Questionnaire was divided into following categories:

A. General Information.

B. Anthropometric Measurements that is measurement and study of human body

Health and Nutritional Status of Orphan Children's Living in Orphanages with Special Reference to District Anantnag of Jammu And Kashmir

Body Weight: - Weight was recorded in Kilograms (KGs) using an electronic weighing balance with minimum clothing and without shoes.

Height: - Height of the respondents was recorded in centimetres (Cms) using a height measuring rod. The respondent was asked to stand straight on a definite level ground, against a flat vertical surface without shoes.

(C) Nutritional or Dietary Assessment

24-Hour Dietary Recall: To gather information regarding the nutritional intake of the sample 24-hour dietary recollect method was used. The food eating during the last 24 hours was recorded in order to obtain the information regarding the eating of calories, proteins, iron, and calcium vitamins A

(B) Food regularity Method:

This procedure included evaluation of the frequency of consumption of different foods-daily, 3 – 4 times a week, weekly, fortnightly, monthly or occasionally.

(D) Clinical Assessment:

In clinical assessment changes in external tissues, particularly the skin, eyes, hair, gums, nails and in the organs near the surface of the body like the thyroid gland were observed.

RESULTS AND DISCUSSIONS

The findings from the present study are presented as follows:

Table 1. Distribution of respondents for Weight for Age as per Indian Academy Paediatrics.

Classification	Age						Total
	13 Years	14 Years	15 Years	16 Years	17 Years	18 Years	
Normal	2	3	3	4	3	5	20
Grade-first-Malnutrition	1	–	1	2	1	2	7
Grade-second-Malnutrition	1	–	1	–	–	1	3
Total	4	3	5	6	4	8	30

From the above table 1 According to classification of Indian Academy Paediatrics (IAP), it has been found that Classification of Weight for Age of 30 respondents. Twenty were Normal, seven had Grade first Malnutrition and three had Grade second Malnutrition.

**Health and Nutritional Status of Orphan Children's Living in Orphanages with Special Reference to
District Anantnag of Jammu And Kashmir**

Table 2: Distribution of respondents for Height for Age as per Waterloo Classification

Classification	Age						Total
	13 Years	14 Years	15 Years	16 Years	17 Years	18 Years	
Normal	2	3	2	4	3	5	19
Mild Malnutrition	1	–	1	1	–	1	4
Moderate Malnutrition	–	–	1	1	1	1	4
severe Malnutrition	1	–	1	–	–	1	3
Total	4	3	5	6	4	8	30

From table 2 according to Waterloo's classification As far as height is concerned for Age, it was found that out of 30 respondents, Nineteen were normal, four had mild -malnutrition, Four had moderate malnutrition, and Three had severe malnutrition.

Table 3 Distribution of orphans as per clinic examination.

Signs/Symptoms	No of children in different age groups						Total
	13 years	14 years	15 years	16 years	17 years	18 years	
Normal	2	2	1	3	2	4	14
Dispigmentation of hair	1	1	-	2	-	3	7
Muscle Wasting	-	-	-	-	-	-	-
Moon Face	-	2	-	-	1	1	4
Flunky Paint dermatitis	-	-	-	-	-	-	-
Oedema	1	-	-	-	1	-	2
Bitots Spots	-	-	-	-	-	-	-
Conjunctival xerosis	-	-	-	-	-	-	-
Xerosis of skin	2	1	1	2	-	3	9
Cheilosis	-	2	-	1	-	2	5
Magenta Tongue	-	1	2	-	-	1	4
Loss of Ankle/ Knee Jerk	-		-	-	-	-	-
Spongy Bleeding Gums	2	1	-	2	3	2	10
Bow legs	-	-	-	-	-	-	-
Thyroid Enlargement	-	-	-	-	-	-	-
Mottled Dental Enamel	1	2	1	2	-	4	10

In table third, During clinical examination various important symptoms among orphan children's were found. The important symptoms found were: dis-pigmentation of hair, moon

Health and Nutritional Status of Orphan Children's Living in Orphanages with Special Reference to District Anantnag of Jammu And Kashmir

face, xerosis of skin, cheilosis, magenta tongue, spongy bleeding gums, and mottled dental enamel. Out of 30 orphans children's eighteen approximately (47%) respondents were normal while approximately 53% were suffering from symptoms.

Table 4 Average Dietary Recall of 24 Hours

Meal	Menu	Ingredients	Amt. (g)	Energy (kcal)	Protein (g)	Iron (mg)	Vit. A (µg)	Vit. C (mg)
Morning tea	Tea Chapatti	Milk, Wheat flour	50 40	33.5 136.4	1.6 4.84	0.1 0.016	26.5 11.6	1 -
Lunch	Boiled rice, dal and salad	Rice, Rajmah, Onion, Oil Radish Carrot	150 75 10 10 10 10	510 259.75 4.8 90 1.7 4.8	9.6 17.175 0.18 0 0.07 0.09	1.5 3.825 0.12 0 0.04 0.13	- - 1.5 - 0.3 189	- - 0.2 - 1.5 0.3
Evening tea	Namkeen tea	Milk, Wheat flour	50 40	33.5 136.4	1.6 4.84	0.1 0.016	26.5 11.6	
Dinner	Boiled rice, sabzi and salad	Rice, Rajmah, Onion, Oil Radish Carrot	150 75 10 10 10 10	510 259.75 4.8 90 1.7 4.8	9.6 17.175 0.18 0 0.07 0.09	1.5 3.825 0.12 0 0.04 0.13	- - 1.5 - 0.3 189	- - 0.2 - 1.5 0.3
Total				1927.45	50.55	11.46	469.8	13.5

Through 24-hour recollect method, it was found that orphan children's were consuming less energy, fats, vitamins, proteins and minerals. It was also found that on an average the orphans consumed 1927.45 kcal. energy instead RDA of 2100-2600 kcal. The respondents consumed proteins 50.55g/day as against of 60-65g/day as per RDA. They were consuming 11.46 mg of Iron, 469.8 µg of vitamin A and 13.5 mg of vitamin C as against of 28 -30mg/day, 600 µg/day and 40 mg/day respectively as per RDA for Indian Children and Adolescents as given in above table number 4.

CONCLUSION

The study concludes that the nutritional and health status of the institutionalized orphan children's of age group 13-18 years of Anantnag district was not that dreadful when compared with different standards. Results assigns that dietary intake was incomplete or deficient for all nutrients instead to RDA for all age groups which may be related to poor planning of menus (-) found in orphanages. The hygienic conditions of these orphan children was also found to be poor Further in our study it was also found that sometimes these children were provided with surplus fruits, energy, and protein rich foods, but sometimes these children's were not reaching even a single fruit for months. It is obvious from this interpretation that if the institutions have a high quality residential setup, accurate care giving, balanced food and present modern education, they will be more effective in gathering the emotional requirements of orphans.

RECOMMENDATIONS

Check nutritional status of orphanage children's minimum once in a year.

- (a) To increase dietary ingestion in orphanages by giving high calorie diets and by providing variety in the diet
- (b) The orphanage caregivers had no knowledge on the issues connected to child nutrition; hence the teachers and administrative departments of the orphanages should take counselling from an expert dietitian.
- (c) An NGO in its own way has affected every Kashmiri family. In order to ensure continued support for orphans, the institutions with continuous support of the whole society needs to initiate efforts to become autonomous.
- (d) The orphanages should set up links with qualified public health nutrition professional that can provide screening, referral and counselling for nutrition and health related problems for both the orphan children and caregivers.
- (e) The management of the orphanage should fully support research to progress the situation in the orphanage.

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